Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>New College</th>
<th>Department</th>
<th>School of Humanities, Arts &amp; Cultural Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>PHI</td>
<td>Number</td>
<td>Title</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
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</tbody>
</table>

Course description:
Contemporary European thought emerges out of a crisis of the Enlightenment that unfolds throughout the nineteenth and twentieth centuries. Kant’s critique of the theoretical, practical, aesthetic, and religious foundations articulates this crisis in Western philosophy, society, and culture. This course explores “Continental” thinkers and schools of thought in light of Kant’s understanding of this crisis. Figures might be Nietzsche, Marx, Freud, Kierkegaard, Husserl, Heidegger, Benjamin, Adorno, Marcuse, Sartre, de Beauvoir, Irigaray, Kristeva, Spivak, Habermas, Lévinas, Marion, Derrida and others. Schools of thought considered may include existentialism, phenomenology, hermeneutics, critical theory, poststructuralism, deconstruction, feminist theory, critical race theory, postcolonial theory, and comparative philosophy. This course offers will dovetail with other fields like communication, cultural studies, law, political science, religious studies, literature, and various social sciences.

Requested designation: Humanities, Arts and Design–HU

Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Shari Collins
Phone: 605-543-6099

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Mail code: 2151  
E-mail: sharicc@asu.edu  
(cc: tracy.encizo@asu.edu)

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Louis Mendoza  
Date: 12/9/2014

Chair/Director (Signature): 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

HUMANITIES, ARTS AND DESIGN [HU] courses must meet *either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
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<tr>
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<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<tr>
<td></td>
<td></td>
<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:**

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The study of philosophy in the Continental tradition which involves a thorough grounding in philosophical methodologies and foundational figures in phenomenology, hermeneutics, critical theory, and deconstruction.</td>
<td>On syllabus Topic A: Continental Philosophy and philosophers Horkheimer, Heidegger, Carnap, Husserl, and Topic B: Philosophies Born of Struggle including philosophers Marcuse, West, Davis, Outlaw; Topic C: The linguistic-communications turn in philosophy including Rorty, Austin, Derrida, Schrag.</td>
</tr>
<tr>
<td>2</td>
<td>The course focuses on interpretation and analysis of philosophic texts through close reading and analytical writing assignments.</td>
<td>Readings, analysis, and presentations on syllabus Topic A: Continental Philosophy and philosophers Horkheimer, Heidegger, Carnap, Husserl, and Topic B: Philosophies Born of Struggle including philosophers Marcuse, West, Davis, Outlaw; Topic C: The linguistic-communications turn in philosophy including Rorty, Austin, Derrida, Schrag.</td>
</tr>
<tr>
<td>4.</td>
<td>The course is focused on the development of Continental philosophy including the theoretical foundations in contemporary philosophy, literary criticism, critical theory, religious studies, and human and social sciences.</td>
<td>Readings and analysis on syllabus Topic A: Continental Philosophy and philosophers Horkheimer, Heidegger, Carnap, Husserl, and Topic B: Philosophies Born of Struggle including philosophers Marcuse, West, Davis, Outlaw; Topic C: The linguistic-communications turn in philosophy including Rorty, Austin, Derrida, Schrag.</td>
</tr>
</tbody>
</table>
PHI 411 Continental Philosophy

Instructor: Dr. Patricia Huntington
Office: FAB N237
Office Phone: (602)543-3251
Email: patricia.huntington@asu.edu
Office Hours: Thurs 2:00pm-4:00pm, Tues By Appointment

Course Description
Contemporary European thought emerges out of a crisis of the Enlightenment that unfolds throughout the nineteenth and twentieth centuries. Kant’s critique of the theoretical, practical, aesthetic, and religious foundations articulates this crisis in Western philosophy, society, and culture. This course explores “Continental” thinkers and schools of thought in light of Kant’s understanding of this crisis. Figures might be Nietzsche, Marx, Freud, Kierkegaard, Husserl, Heidegger, Benjamin, Adorno, Marcuse, Sartre, de Beauvoir, Irigaray, Kristeva, Spivak, Habermas, Lévinas, Marion, Derrida and others. Schools of thought considered may include existentialism, phenomenology, hermeneutics, critical theory, poststructuralism, deconstruction, feminist theory, critical race theory, postcolonial theory, and comparative philosophy. This course offers will dovetail with other fields like communication, cultural studies, law, political science, religious studies, literature, and various social sciences.

Course Objectives
- Provide an upper division grounding in philosophical methodologies and foundational figures in phenomenology, hermeneutics, critical theory, and deconstruction.
- Provide advanced theoretical foundations in contemporary philosophy, literary criticism, critical theory, religious studies, and human and social sciences.

Learning Outcomes
During the course of the semester students will:
- Acquire a deep understanding of important philosophical developments and thinkers of the nineteenth and twentieth centuries.
- Understand the significance of works within their philosophical, historical and cultural backgrounds.
- Demonstrate skill in the careful analysis of language and argument as a means of exposition, as an instrument of refutation, and as a dialectical process of engaging with other philosophers.

Required Texts (available on amazon.com)

Additional shorter readings will be provided on Blackboard.

**Topic (A) Unfinished conversations**
I Jan 11 Horkheimer, “Traditional and Critical Theory” (Frankfurt, 1937)
13 Horkheimer, cont.
II 18 Heidegger, "What Is Metaphysics?" (Freiburg, 1929 inaugural lecture)
20 Heidegger
III 25 Carnap, "The Elimination of Metaphysics ..." (Prague, 1932)
27 Husserl, "Philosophy and the Crisis of European Man" (Vienna, Prague, 1935)

IV Feb 1 General discussion
3 Paper A due and presentations held!  Topic -- What is philosophy?
[For Honors: includes James (1907) or Dewey (1917)]

**Topic (B) Philosophies born of struggle**
V 8 Marcuse, One-Dimensional Man (1964), chaps. 1-2
10 Marcuse, chaps. 3-4
VI 15 Marcuse, chaps. 5-6
16 Marcuse, chap. 7
VII 22 Marcuse, chaps. 8-9
24 Marcuse, chap. 10
VIII 29 Essays by Cornel West and Angela Davis
Mar 2 Essay by Lucius Outlaw
IX 7 Papers B due and presentations held!  Topic -- What is liberation?
[For Honors: includes all of Marcuse and other essays]
9 FILM: Herbert's Hippopotamus -- Marcuse in Paradise

**Topic (C) The linguistic-communications turn in philosophy**
X MARCH 13 - 18 SPRING BREAK (read Rorty and Austin)
XI 21 Rorty, Philosophy and the Mirror of Nature, Part One, chaps. I and II
23 Rorty, Part Two, chap. VI
XII 28 Rorty, Part Three, chap. VII
30 Rorty, Part Three, chap. VIII
XIII Apr
4 Austin, How To Do Things With Words, lectures I-VIII
6 Austin, lectures IX-XII and Derrida, Limited Inc, pp. 1-23
Assignments and grading
Paper A counts 20% and Papers B and C count 30% each. Average of presentation, short questions, and 3 grammar grades for papers 20%.

Papers: Students must write 3 papers in the areas A, B and C. Paper A is to be 5 pages, double spaced, with additional pages for Endnotes and/or Works Cited. Papers B and C are to be 7 pages each, double spaced, with additional pages for Endnotes and/or Works Cited. Each paper topic must engage at least 2 philosophers (from the course segments A, B, and C) who differ in their philosophical approach. All students who are taking the course for the honors credit must integrate one additional text/author into the above course assignment.

Late papers are accepted, but your grade goes down by one level for additional class period (e.g., A to B). Students may, however, rewrite one paper (either paper A or paper B) to improve their paper grade. The new grade will be an average of the two grades (e.g., F and A will become C). Rewritten papers A or B are due one class before the next papers B or C (along with the copy of the original graded paper) are due.

Students must write all three papers to pass the course.

Presentations: All students may make one brief (10 min.) presentation based on one of the 3 papers; all students who are taking the course for the honors credit must make at least one presentation. See the syllabus below for the due dates for each presentation (they correspond to the dates for each paper).

Participation: All students should expect that in every class they will be questioned in writing or otherwise about the readings assigned for that day. These short questions will be graded along with the presentation grades as part of the overall class participation grade. There is no attendance policy, but there are likewise no make-up exercises for participation and for in-class questions. At the end of the term, you may drop one worst grade from among these small grades for participation.

All points reflect a qualitative grade; hence maximum points are not given automatically for completing an assignment. Doing all work provides the basis for a good course grade, but completing all requirements does not automatically entitle the student to an “A” grade. Earning “A” reflects a level of excellence and distinction, not an addition of scores. While all
assignments are graded on the point scale on which E grade represents more than a flat 0, the failure to submit the core take-home assignments (A 1/ & A 2/ above) or plagiarism will earn a flat E (0 points) for that assignment.

**Grade-to-point conversion scale (1000 points maximum)**

<table>
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<tr>
<th>100(0)</th>
<th>20(0)</th>
<th>ASU Grading Scale</th>
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<tr>
<td>A+ 970-1000 194-200</td>
<td>A+ (97 – 100%)</td>
<td>291-300</td>
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<tr>
<td>A 940-969 188-193</td>
<td>A (94 – 97%)</td>
<td>282-290</td>
<td>38/0</td>
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<tr>
<td>A- 900-939 180-187</td>
<td>A- (90 – 94%)</td>
<td>270-281</td>
<td>36/0</td>
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<tr>
<td>B+ 870-899 174-179</td>
<td>B+ (87 – 90%)</td>
<td>261-269</td>
<td>34/0</td>
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<tr>
<td>B 840-869 168-173</td>
<td>B (84 – 87%)</td>
<td>252-260</td>
<td>33/0</td>
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<tr>
<td>B- 800-839 160-167</td>
<td>B- (80 – 84%)</td>
<td>240-251</td>
<td>32/0</td>
<td></td>
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<tr>
<td>C+760-799 152-159</td>
<td>C+ (76 – 80%)</td>
<td>228-239</td>
<td>31/0</td>
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<tr>
<td>C 700-759 140-151</td>
<td>C (70 – 76%)</td>
<td>210-227</td>
<td>30/0</td>
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<tr>
<td>D 600-689 120-139</td>
<td>D (60 – 70%)</td>
<td>168-209</td>
<td>28/0</td>
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<tr>
<td>E 0-599 119</td>
<td>E (0 – 60%)</td>
<td>0-167</td>
<td>26/0</td>
<td></td>
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</tbody>
</table>

The failing grade is an "E", not an "F". There is no C-, D+, or D- in ASU's grade roster.

**Course Evaluations:** The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to assess our instructional success.

**Syllabus Disclaimer:** The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule during the semester, but the possibility exists that events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified via Blackboard of any syllabus changes.

**Course expectations:** You are expected to arrive to class on time to have read and studied the assigned materials before the schedule class, and to be ready to work with texts and discuss them in between lectures.

**Cell Phones:** Use of cell phones is not permitted in class.

**Attendance & Tardiness:** You must attend 80% of the classes in order to pass this course. Two absences are free. Every additional absence carries a 15 point penalty. Documented absences for illness can be excused if not too many. Tardiness counts as only ½ day of attendance.

**Plagiarism or academic dishonesty:** All relations in a course, whether teacher-student or student-student, are based on trust. Reproducing another person's words or ideas as your own constitutes plagiarism and will result in a 0 for the assignment and possible failure of the course.
The incident will be reported to the Dean. Be kind to yourself and trust yourself by writing your own work. Honor the educational process.

**Disruptive, Threatening, or Violent Behavior:** All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

**Copyright policy:** All printed materials used in class or on blackboard are protected by US copyright laws. Multiple copies or sales of any of these materials is strictly prohibited.

**Email and Internet:** You must have an active ASU e-mail account and access to the Internet. All instructor correspondence will be sent to your ASU e-mail account. Please plan to check your ASU email account regularly for course-related messages.

**Technical Support Contact Information:** For technical assistance 24 hours a day, 7 days a week, contact the University Technology Office Help Desk: Phone 480-965-6500, email helpdesk@asu.edu.

**Syllabus B – Continental Philosophy, Patricia Huntington, Fall 2011, PHI 494**

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Introduction to course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Aug 18</td>
<td>Heidegger, What is Metaphysics?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sheehan, encyclopedia article</td>
</tr>
</tbody>
</table>

| II   | Aug 25 | Heidegger, BT: |
|      |       | a) Introduction I & Introduction II, sec. 5 – 7A |
|      |       | b) Part One, Division One, sections 9-18 |
|      |       | (undergrad or emphasis: secs. 11, 12-13, 14-17) |
|      |       | c) Part One, Division One, secs. 19-21 if possible |
|      |       | BB, Langan, “The Twofold Task” & pp. 21-40 |

| III  | Sept 1 | Heidegger, BT: |
|      |       | a) Division One, sections 25-27 & 28-38 |
|      |       | Tolstoy, *The Death of Ivan Ilyich*, chaps. 1-4 |
| IV  | Sept 8   | Heidegger, BT:  
|     |          | a) Division One, sections 39-42, 45-48 (key methodological commentary)  
|     |          | b) Division Two, sections 50-53  
|     |          | Tolstoy, *The Death of Ivan Ilyich*, chs. 5-7  
|     |          | Some later Heidegger will be distributed  
| V   | Sept 15  | Heidegger, BT:  
|     |          | a) Division Two, sections 54-56 (method), 57-58, 59-62 (Undergrad  
|     |          | 60, 62 only)  
|     |          | BB, Langan, 41-55  
|     |          | Tolstoy, *The Death of Ivan Ilyich*, chs. 8-9  
| VI  | Sept 22  | Heidegger, BT:  
|     |          | a) Division Two, secs. 68-69, 72-76,78-80  
|     |          | BB, Vogel—**Intro pp. 1-6 & chap 1 – undergraduate reading**  
|     |          | Tolstoy, *The Death of Ivan Ilyich*, chs. 10-12  
| VII | Sept 29  | **Paper One due**  
|     |          | **Presentations 1 to 5, undergraduate**  
| VIII | Oct 6   | Gadamer, TM, 235-74  
| IX  | Oct 13   | Gadamer, TM, 305-341  
| X   | Oct 20   | Primo Levi, 9-86  
|     |          | BB, Ernest Becker, *Escape from Evil*, ch. 7 & ch. 8 (96-108)  
|     |          | Watch a documentary for Vanessa’s presentation (info below*)  
|     |          | Read: Brinkman essay (on BB under Becker readings)  
| X   | Oct 27   | Levi, 87-130; BB, Becker, ch. 8 (108-27)  
| XII | Nov 3    | Levi, 131-50  
|     |          | Kristeva, *Strangers to Ourselves*, chs. 1 & 3  
| XIII | Nov 10  | **Nov 6-8, Memory-CounterMemory conference**  
|     |          | [http://jewishstudies.clas.asu.edu/memory_program](http://jewishstudies.clas.asu.edu/memory_program)  
|     |          | Kristeva, chs. 4 & 6  
|     |          | Levi, 151-73  
| XIV | Nov 17   | Kristeva, chs. 7-9  
| XV  | Nov 24   | **Thanksgiving – no class**  
|     |          | “Eternity Utters a Day”  
|     |          | **Presentations 5 to 8 undergraduate**  
|    | T Dec 6   | Last class  
|    | W Dec 7   | Reading day  
| XVII | Dec 8   | **Seminar Papers due; Presentations 9-10 undergraduate**  

**Course Requirements**  
Two papers 60% combined (30% each)  
Critical Reflections w/ presentation 30%  
Presentation on a paper 10%  
**Total** 100%
TWO (2) PAPERS – one midterm and one final
Specific content and format requirements will be handed out and posted to BB one or two weeks in advance

WEEKLY REFLECTIONS:
Undergraduates will write eight (8) one-page reflections on a regular basis. You will be asked to present reflection to the class two times as the basis for discussion in a given week.

- Write two (2) on the Heidegger + Tolstoy readings;
- one (1) on Gadamer;
- one (1) on Becker and Primo Levi
- two (2) on Kristeva
- two (2) are optional

PAPER PRESENTATIONS – 10%

OTHER REQUIREMENTS

➢ Reading for this course is hefty but worthwhile. You need to regulate your time each week in order to prepare. Since we meet only once a week, this takes discipline.
➢ Regular attendance and timely completion of requirements. Come to class prepared, having read all assigned materials and ready to discuss them.
➢ You cannot pass this course if you miss more than one class (because one class = one week). You must attend the last day of class for the graduate presentations.

Grading will be based on depth of understanding and personal insight, knowledge of the subject matter, a capacity to work well with texts, an ability to organize your thought coherently, and last but not least grammar.

Accessibility Statement: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and Collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus, 480-965-1234 (Voice), 480-965-9000 (TTY)
Polytechnic Campus, 480-727-1165 (Voice), 480.727.1009 (TTY)
West Campus, 602-543-8145 (Voice)
Downtown Phoenix Campus, 602-496-4321 (Voice), 602-496-0378 (TTY)
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