



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

School of Humanities, Arts & Cultural Studies

Academic Unit New College Department

Subject PHI Number 411 Title Continental Philosophy Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No
If so, list all academic units offering this course
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



ARIZONA STATE UNIVERSITY

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): 

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 <i>either</i> 1, 2 or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Please see syllabus.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Please see syllabus.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Please see syllabus.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Please see syllabus.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Please see syllabus.
		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:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
PHI	411	Continental Philosophy	HU

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1.	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.	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.
2	The course focuses on interpretation and analysis of philosophic texts through close reading and analytical writing assignments.	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 linguisticcommunications turn in philosophy including Rorty, Austin, Derrida, Schrag.
4.	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.	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 linguisticcommunications turn in philosophy including Rorty, Austin, Derrida, Schrag.

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)

1. Horkheimer, Max. *Critical Theory: Selected Essays*. Continuum Publishing, 1st Edition, 1975. ISBN-13: 978-0826400833 ISBN-10: 0826400833.
2. Marcuse, Herbert. *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Beacon Press, 2nd edition, 1991. ISBN-13: 004-6442014175 ISBN-10: 0807014176.
3. Rorty, Richard. *Philosophy and the Mirror of Nature*. Princeton University Press; 1st edition 1981. ISBN-13: 978-0691020167 ISBN-10: 0691020167 Edition: 1st.

4. Schrag, Calvin. *The Self after Postmodernity*. Yale University Press; New edition, 1999. ISBN-10: 0300078765, ISBN-13: 978-0300078763.

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

- XIV 11 Derrida, 25-110
13 Derrida, 111-60
- XV 18 Schrag, The Self After Postmodernity, chaps. 1-2
20 Schrag, chap. 3
- XVI 25 Schrag, chap. 4
27 Paper C due and presentations held! Topic --
Is there philosophy after the 20th century's end of philosophy?
[For Honors: includes Davidson or Habermas or Quine]

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)

100(0)	20(0)	ASU Grading Scale	30(0)	40(0)
A+ 970-1000	194-200	A+ (97 – 100%)	291-300	40/0
A 940-969	188-193	A (94 – 97%)	282-290	38/0
A- 900-939	180-187	A- (90 – 94%)	270-281	36/0
B+ 870-899	174-179	B+ (87 – 90%)	261-269	34/0
B 840-869	168-173	B (84 – 87%)	252-260	33/0
B- 800-839	160-167	B- (80 – 84%)	240-251	32/0
C+760-799	152-159	C+ (76 – 80%)	228-239	31/0
C 700-759	140-151	C (70 – 76%)	210-227	30/0
D 600-689	120-139	D (60 – 70%)	168-209	28/0
E 0-599	119	E (0 – 60%)	0-167	26/0

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 scheduled 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

Week	Date	
I	Aug 18	Introduction to course Heidegger, What is Metaphysics? Sheehan, encyclopedia article
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, <i>The Death of Ivan Ilyich</i> , 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, <i>The Death of Ivan Ilyich</i> , 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, <i>The Death of Ivan Ilyich</i> , 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, <i>The Death of Ivan Ilyich</i> , 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, <i>Escape from Evil</i> , 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, <i>Strangers to Ourselves</i> , chs. 1 & 3
XIII	Nov 10	Nov 6-8, Memory-CounterMemory conference 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
XVI	Dec 1	BB, Abraham Heschel, <i>The Sabbath</i> , “To Sanctify Time” & “Eternity Utters a Day” Presentations 5 to 8 undergraduate
	T Dec 6 W Dec 7	Last class 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)

CONTENTS

PREFACE	v
INTRODUCTION BY STANLEY ARONOWITZ	xi
NOTES ON SCIENCE AND THE CRISIS	3
MATERIALISM AND METAPHYSICS	10
AUTHORITY AND THE FAMILY	47
THOUGHTS ON RELIGION	129
THE LATEST ATTACK ON METAPHYSICS	132
TRADITIONAL AND CRITICAL THEORY	188
POSTSCRIPT	244
THE SOCIAL FUNCTION OF PHILOSOPHY	253
ART AND MASS CULTURE	273

Horkheimer

Contents

Acknowledgments	ix
Introduction to the Second Edition <i>by Douglas Kellner</i>	xi
Introduction to the First Edition <i>The Paralysis of Criticism: Society Without Opposition</i>	xli
One-Dimensional Society	
1. <i>The New Forms of Control</i>	1
2. <i>The Closing of the Political Universe</i>	19
3. <i>The Conquest of the Unhappy Consciousness: Repressive Desublimation</i>	56
4. <i>The Closing of the Universe of Discourse</i>	84
One-Dimensional Thought	
5. <i>Negative Thinking: The Defeated Logic of Protest</i>	123
6. <i>From Negative to Positive Thinking: Technological Rationality and the Logic of Domination</i>	144
7. <i>The Triumph of Positive Thinking: One-Dimensional Philosophy</i>	170
The Chance of the Alternatives	
8. <i>The Historical Commitment of Philosophy</i>	203
9. <i>The Catastrophe of Liberation</i>	225
10. <i>Conclusion</i>	247
Index	259

Contents

<i>Preface</i>	xiii
<i>Introduction</i>	3
PART ONE: Our Glassy Essence	15
CHAPTER I: <i>The Invention of the Mind</i>	17
1. CRITERIA OF THE MENTAL	17
2. THE FUNCTIONAL, THE PHENOMENAL, AND THE IMMATERIAL	22
3. THE DIVERSITY OF MIND-BODY PROBLEMS	32
4. MIND AS THE GRASP OF UNIVERSALS	38
5. ABILITY TO EXIST SEPARATELY FROM THE BODY	45
6. DUALISM AND "MIND-STUFF"	61
CHAPTER II: <i>Persons Without Minds</i>	70
1. THE ANTIPODEANS	70
2. PHENOMENAL PROPERTIES	78
3. INCORRIGIBILITY AND RAW FEELS	88
4. BEHAVIORISM	98
5. SKEPTICISM ABOUT OTHER MINDS	107
6. MATERIALISM WITHOUT MIND-BODY IDENTITY	114
7. EPISTEMOLOGY AND "THE PHILOSOPHY OF MIND"	125
PART TWO: Mirroring	129
CHAPTER III: <i>The Idea of a "Theory of Knowledge"</i>	131

1. EPISTEMOLOGY AND PHILOSOPHY'S SELF-IMAGE	131
2. LOCKE'S CONFUSION OF EXPLANATION WITH JUSTIFICATION	139
3. KANT'S CONFUSION OF PREDICATION WITH SYNTHESIS	148
4. KNOWLEDGE AS NEEDING "FOUNDATIONS"	155
CHAPTER IV: <i>Privileged Representations</i>	165
1. APODICTIC TRUTH, PRIVILEGED REPRESENTATIONS, AND ANALYTIC PHILOSOPHY	165
2. EPISTEMOLOGICAL BEHAVIORISM	173
3. PRE-LINGUISTIC AWARENESS	182
4. THE "'IDEA' IDEA"	192
5. EPISTEMOLOGICAL BEHAVIORISM, PSYCHOLOGICAL BEHAVIORISM, AND LANGUAGE	209
CHAPTER V: <i>Epistemology and Empirical Psychology</i>	213
1. SUSPICIONS ABOUT PSYCHOLOGY	213
2. THE UNNATURALNESS OF EPISTEMOLOGY	221
3. PSYCHOLOGICAL STATES AS GENUINE EXPLANATIONS	230
4. PSYCHOLOGICAL STATES AS REPRESENTATIONS	244
CHAPTER VI: <i>Epistemology and Philosophy of Language</i>	257
1. PURE AND IMPURE PHILOSOPHY OF LANGUAGE	257
2. WHAT WERE OUR ANCESTORS TALKING ABOUT?	266
3. IDEALISM	273
4. REFERENCE	284
5. TRUTH WITHOUT MIRRORS	295
6. TRUTH, GOODNESS, AND RELATIVISM	306

PART THREE: Philosophy	313
CHAPTER VII: <i>From Epistemology to Hermeneutics</i>	315
1. COMMENSURATION AND CONVERSATION	315
2. KUHN AND INCOMMENSURABILITY	322
3. OBJECTIVITY AS CORRESPONDENCE AND AS AGREEMENT	333
4. SPIRIT AND NATURE	343
CHAPTER VIII: <i>Philosophy Without Mirrors</i>	357
1. HERMENEUTICS AND EDIFICATION	357
2. SYSTEMATIC PHILOSOPHY AND EDIFYING PHILOSOPHY	365
3. EDIFICATION, RELATIVISM, AND OBJECTIVE TRUTH	373
4. EDIFICATION AND NATURALISM	379
5. PHILOSOPHY IN THE CONVERSATION OF MANKIND	389
<i>Index</i>	395

CONTENTS

Preface / ix

Introduction / 1

CHAPTER 1

The Self in Discourse / 11

CHAPTER 2

The Self in Action / 42

CHAPTER 3

The Self in Community / 76

CHAPTER 4

The Self in Transcendence / 110

Index / 149

Schrag