English 6340 Dr. Luanne Frank

Heidegger I English Dept (203 Carlisle: 817- 272-2692)

Fall 2016, 201 Carlisle Office: 522 Carlisle. Hrs. TTh 9 PM (in classrm) & by appt

Texts: Martin Heidegger, *Being and Time*, tr. John MacQuarrie & Edward Robinson. New York: Harper, 1962.

\_\_\_\_\_\_\_\_. *Parmenides*, tr. André Schuwer & Richard Rojcewicz. Bloomington: Indiana UP, 1992.

Thomas Sheehan. *Making Sense of Heidegger: A Paradigm Shift.* London: Rowman & Littlefield. 2015.

 **TENTATIVE SCHEDULE**

 August 31 Introduction to Class. BT (19), “Introduction I” (21-35); scan “Introduction II” (36-49).

September 7 BT Division One, I (65, 67-77) and Division One, II, (78-90).

 14 BT Division One, III (91-122ab; skim 122c-34 [Descartes] & 135\*-48 (spatiality).

 21 Paper #1 Bring and read aloud paper # 1 before handing out a copy to each class member.

 Review papers

 Division One, IV (149-168).

 28 BT Division One, IV (149-168).

 30 BT Division One, V (169-188cd & 188d-224).

 October 5 Paper # 2

 12 BT Continue Division One, V.

 19 BT Division One, VI (225-73).

 26 Paper #3

 BT Division Two [no number identification] (274-78)

 BT Division Two, 2 (312-348)

 November 2 BT Division Two, 3 (349-382)

.

 9 BT Division Two, 4 (383-423)

 16 Paper #4

*Parmenides*

 23 *Parmenides*

 [24] Thanksgiving

 30 Paper # 5

 Sheehan, Chs. 4 & 5

 December 9 Sheehan, Chs. 6 & 9

 14 Final Exam 8:15-10:45PM

\*paying special attention to p. 135.

English Dr. Luanne Frank (lfrank@uta.edu)

Theory: Heidegger English Dept (202 Carlisle: 817- 272-2692)

Fall 2016 201 Carlisle Hall Office: 522 Carlisle. Hrs.9pm+(classrm) & appt

 **Thumbnail Course Description & Outcomes**

The tradition of Western thought, guided for 2500 years by classical thinking deriving from Plato, established numerous ideals to which all members of Western societies were expected to adapt their lives. Little explicit philosophical attention was paid to an individual’s developing his or her own, individual self as a goal worth acknowledging or achieving. It was simply assumed that the needs of society and of the given person were identical. (This is still, to an extent, and not incorrectly, assumed.)

The nineteenth century, however, witnesses several breakthroughs--in literature, politics, psychology, philosophy--toward recognition of the need of many humans “to become who they are” (rather than restrict themselves to fulfilling social prescriptions) and of the validity of fulfilling this need. But it remains for the twentieth century to produce a systematic account 1) of the deleterious effects of failing to look beyond society’s requirements and toward the fulfillment of one’s own potential, and 2) of what the means might be to become who one is. This account is *Being and Time*.

*Being and Time* made its author, Martin Heidegger, the West’s most celebrated thinker within two years of its publication. It has not only never gone out of print but continues to spawn legions of readers (literary and cultural critics, psychoanalysts, sociologists, preachers, priests, and others) who “let [themselves] learn” from it, as well as scholars of its method, the beauty of which is to *avoid* a methodology, avoid rules. This is not a “how to” book. The individual is left to the individual.

This work, since it grounds the literary critical movements of post-structuralism and deconstruction, makes familiarity with it imperative for literary critics. This is its ticket to emphasis in programs that study literature and rhetoric, and thus that it represents the primary reading of this course.

A part of a second, later Heidegger text, the *Parmenides*, also figures in the course, as do selections from the most recent, and exhaustive, reading of Heidegger to date--this by one of the three most influential Heidegger scholar-critics in the US (and probably the world), Stanford’s Thomas Sheehan.

What these texts offer is examined by this course’s students and instructor, both in class and in writing, for its potential to provide understandings, first of all, directed toward the individual student’s own “becoming,” and, second, toward the understanding, via this and the course’s other two texts, of literary works of the student’s choosing.

Given the close in-class readings the course’s students and instructor make of these texts, the written summaries of them that students write, and the relationships to personal and literary understandings students and instructor discover via these readings and summaries, course outcomes are expected to yield usable understandings of challenging theoretical texts and the demonstrated ability to read and write across them *to* these understandings

Texts: see course schedule above.

Papers: approx. five one-page papers.

Quizzes: rare and announced.

 Final exam.

English 6340: Heidegger I Dr. Luanne Frank (lfrank@uta.edu)

Fall 2016, 201 Carlisle Hall English Dept (203 Carlisle: 817-272-2692)

 Office: 522 Carisle. Hrs: T/Th 9 (classrm) or appt.

**IMPORTANT NOTE: MUCH OF THIS MIGHT BE TAKEN FOR GRANTED FOR GRADUATE STUDENTS. IT COMES TO YOU AS, I HOPE, A SET OF NOT UNWELCOME DIRECTIVES/ REMINDERS.**

 **COURSE PROCEDURES**

We follow **FOUR main procedures** in this course, procedures having to do with assignments in two types of texts, literary and theoretical.

 Students do the following:

 1) Read and study a given assignment at home.

 2) Read and discuss this assignment in class.

 3) Write a one-page paper **a)** summarizing the contents of the theoretical text assigned, and **b)** applying these contents to a chosen literary text, in order to elucidate it with respect to those of its characteristics that show up when one reads it across the assigned theory. Run a copy for each class participant and bring these copies to class.

 4) Present this paper aloud to the class and after all papers have been read aloud, distribute a copy to each class member.

**Additional information regarding the four procedures:**

1) Reading a given assignment at home.

 a) The date appearing beside the name of an author or work (or its abbreviation) on the tentative schedule (a schedule of anticipated assignments) is the date by which this reading is due to have been completed).

 b) The importance of this initial reading cannot be overestimated. It provides a base for the in-class reading and discussion to build on. Roughly estimated, three times as much of the text-covered-in-class becomes apprehendable during class if read ahead of time as if not, and is approximately 40% more retainable (because of the immediate review). We’re after an INTIMATE (i.e., not merely nodding and not passive) familiarity with the assigned texts--better said: an intimate relatedness to them. Take advantage of this first reading to begin to build this relatedness.

 2) Reading and discussion of assignment in class.

 a) This reading, too, is important, as is students’ being present for it. This has, among other things, to do with the fact that what is produced in the way of understanding(s) during class is often heavily class- and moment- dependent--a function of conditions obtaining in the class at any given time (including but not limited to those making up the class, *how* there they are, what they are thinking, and what they say or suppress). At this in-class reading, an exchange and development of ideas occasionally takes place that resembles a dialectic. In any case, although a set of intentions may determine a set of goals for every class meeting, the actual intellectual destinations arrived at by any given student during a class period will inevitably differ from those *anticipated* by the goals precisely *because* of any or all of the following and more: the dialectical nature of exchanges, other factors already mentioned, personal experience (intellectual and other), and even and especially mood (more basic, according to Heidegger, than reason, i.e., *ratio*). All of these operative factors might be gatherable under the phrase “way of Being,” and way of Being will be different for different students at different times, and places, and in different situations.

 One important aim of the class meeting: that the student *produce* unforeseen meanings for the text, and confirm, amplify, or discard previously apprehended meanings. Thus, while some of the “content” of a class meeting is unmistakably available both ahead of time (from reading the text) and after the fact (from some else’s notes), much is not. What may be of greatest value (as, for example, what takes place generatively in the minds of students and faculty during the course of the class meeting) will, given an absence, have been missed. Perhaps needless to say, then, being present is required.

 Said slightly otherwise: although much of Procedure #2 takes place in what appears to be a lecture format, making the course at times seem a sort of information-delivery and -retrieval system, much of what in fact gets produced (by instructor and students) is in fact not (or, ideally speaking, will not be) what is conventionally understood as *information* (a pejorative term in such a course as this, for a reason it is probably too soon to note, though you’re welcome to ask). What for each student comes into being in class will not be predictable, thus not available, either ahead-of-time *or* after-the-fact. (Much of what takes place of course does so in the minds of the individual participants, where, because of the size of the class and the class’s limited available time, it inevitably remains. But it is not lost to the given student. It cannot, however, be *recuperated* for one student by another. Another’s notes are an indifferent substitute for one’s own apprehensions, though they may be helpful.

 3) Writing a paper summarizing assigned theoretical material and elucidating a literary text across it.

 The paper exhibits a number of characteristics:

 a) It is **one page** in length, single-spaced. It is **only** one page. Page size: 8 &1/2” x 14”. Print size: 12pt. Font: Times New Roman. (I need to be able to read the print comfortably without a magnifying glass). A paper with smaller print makes its way back to its author immediately, for print-enlargement.

 b) It may use all but one line of the space available exclusively for its text. That is, no title is and no margins are necessary.

 c) Its lines are to be numbered down the left-hand edge of the page, by computer or by hand if this is more convenient. **Please include line numbers**. The top line, along the very top edge, contains, item by item: the student’s last and first names (at left), course number & name (Heidegger I), identification of the assignment (“Paper #1 [etc.], *Being and Time* pp. 1-405), and the date due and turned in.

 d) Its contents should consist of two types of material, presented in this order: 1) material summarizing the contents of the theoretical assignment-in-question (this to take up three-fourths of the page) and 2) an “application” of the assigned theory / methodology to a literary text (this to take up one-fourth of the page). The one-fourth limitation may seem to shortchange the application, but as you read to understand the theory you will already have been “applying” it. Your nailing the theory is what is most important here. Once the theory is relatively well understood, the application—the ideas for it, at least--can be almost self-generating.

 **Due Dates of Papers and Item Revisions**

Due date: A paper is due on its due date. A paper available for presentation aloud, **and by its author**, to the class on its due date fulfills the assignment.

**Grades**

 The average of papers plus exam (exam counts as one paper). If a student wishes, we can establish percentages for other types of contributions to the class (participation, discoveries, insights, papers summarizing additional Heidegger texts, small and large). Much extra credit is available.

 **Attendance**

Required.

 **Plagiarism**

The course follows university rules on plagiarism. I can provide you, on request, with an expanded definition of plagiarism (representation--as one’s own--of words, ideas, and other sorts of intellectual property generated by others, whether used verbatim or paraphrased) and with the forms the university makes available for reporting plagiarism.

 **Other**

As a courtesy, please (and please note that a “please” precedes each of the following but the last, which is a requirement):

a) Be on time

b) Bring only water to class if you need to drink; open cans outside class.

 c) Whether or not you have special dietary requirements and schedules, eat food only outside of class.

 d) Chew gum as much as you like—outside of class.

 e) See to the needs of (i.e., take are of) your digestive and excretory needs before class or on breaks. If you are likely to suffer an attack of some sort, or can anticipate a pressing need, please let me know ahead of time, and be sure to do the class the favor of asking to leave if, unexpectedly, you see you must. In short, plan to disrupt the class as little as possible, apart from astonishing it in ways it can appreciate. A sudden, unannounced exit is not one of these.

 f) Plan to exit the class for the day only when the class’s scholarly considerations for its time period have come to a close. Point at your watch or speak out if I seem oblivious to time.

 g) Should you need to leave something for me, leave it under the door of the main English office with my name on it or, with the help of one of the secretaries, in my box in the mail/Xerox room. If you should decide that it makes special sense to you to leave it under my office door (522 Carlisle), please let me know this. I do not check regularly under that door.

 h) cell phones and lap tops stay un-accessed and in purses or backpacks (or wherever) until breaks, of which there will be one, of ten minutes, after approx. one and one-half hours. In the event of your anticipating an emergency call, please let me know. As of June 7, 2016, the dept chair stands in agreement with this no-cell-phones requirement.

**Emergency Phone Numbers: In case of an on-campus emergency, call he UT Arlington Police Dept at (non-campus phone: ) 817-272-3003 or (campus phone:) 2-3003.**

 **Additional important information**

**Re: Course reading and paper-assignment schedule. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.** Luanne Frank.

**Attendance: See attendance policy for 3361.001, Fall 2016 in Procedures sheets above.** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](jmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. (**Please note:** his policy is currently under discussion and review for this campus at the time this syllabus is being sent (August 25, 2016). A preliminary syllabus was sent August 20 to all students enrolled at that time and to two newly registered students August 24. ) For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are located at east and west ends of the second floor Preston Hall hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system, which will send information in case of an emergency to their cll phones or email accounts. Anyone can subscribe at these urls <https://mavalert.uta.edu/> <https://mavalert.uta.edu/register.php>.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

Library resources for students (see also the Library Home Page, library.uta.edu)

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.