

PHILOSOPHY 211

Introduction to Existentialism

FALL 2024
TWF: 1:30-2:20
CLE C112
CRN: 12620

Instructor: Dr. Nina Belmonte
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Course Description:

We don't just exist; we know that we "exist" – and we also know that we will die someday. How does this color how we experience ourselves and our world? Does what we are imply anything about what we ought to be? This course will be an introduction to the ideas and literature of Existentialism through the texts of its major thinkers and literary figures. We will discuss how what we call "Existentialism" emerges from out of and in opposition to philosophy's abstract theories of a human "subject", and claims the absolute starting point to be the existing individual. We will then explore how Existentialism works out the implications of that claim.

Readings will include selections from the philosophy of Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Jean-Paul Sartre and Simone de Beauvoir, Franz Fanon and Ralph Ellison, along with some relevant short fiction.

Texts

In the Bookstore:

Kauffman, Walter: *Existentialism from Dostoevsky to Sartre*
Kierkegaard, Sören: *Fear and Trembling*
Nietzsche, Friedrich: *The Gay Science*

Assignments

Class Participation & Study Questions	20%
Two Short Essays	
25% each	50%
Final Term paper:	<u>30%</u>
	100%

Grades

Percentages will convert to a letter grade according to the following scheme:

A+ = 90-100	B+ = 77-79	C+ = 65-69	D = 50-59
A = 85-89	B = 73-76	C = 60-64	F = 0-49
A- = 80-84	B- = 70-72		

Description of Assignments

Study Questions and Class Participation/Discussion: You are expected to read and to come to class prepared. Spaced throughout the course, there will be short-answer questions relating to the readings to be completed and submitted to the Assignment drop box on Brightspace. These Study Questions are intended to help you review the course material and prepare you to engage in class discussion.

Short exegetical essays: (750-1000 words): There will be two short papers required for this course. These will be exegetical essays, intended to improve skills of critical reading and concise composition, and to prepare you for your final essay. Paper topics will be posted at least one week before the due date, but you are always free to write on a topic of your own choice, so long as you speak with me *before the due date*.

Final Paper: (1500-2000 words) There will be one substantial paper due at the end of the semester, giving you an opportunity to deepen your engagement with the ideas of the course and to explore a more synthetic topic. I will provide a list of possible topics, but again, you are free to choose one of your own, so long as you speak with me *in advance*. This paper should deal with at least two of the thinkers covered in the course and include at least two secondary sources (material not covered in the course). Papers will be evaluated on your understanding of the material, the quality of your thought and the clarity and presentation of your discussion (including spelling, punctuation and grammar).

Intended Learning Outcomes:

In this course you will learn about the philosophy and literature we call “Existentialism”. What does it mean to say a text, or a film, or a work of art is “existentialist”? What does that word mean? Who are the major philosophers who explored this way of thinking about the world and what were their concerns? You will read some difficult texts and learn to analyze and synthesize complex ideas. You will be challenged to become more attentive readers, deeper thinkers and better writers, honing your skills at articulating your thoughts and writing and expressing your ideas more effectively – indispensable assets for all walks of life, from the living room to the boardroom.

Course Policies

Policy on Late Assignments

Limited, short-term extensions may be granted on a case-by-case basis, *as long as the request is made before the day the assignment is due*. Appropriate accommodations will be made for those with an accommodation letter from the Center for Accessible Learning, but please note that these letters state specifically that such an accommodation is not “a blanket extension on all work, nor is it a license to submit work after the course has ended.”

Withdrawals and Deferrals

Students are to familiarize themselves with the [withdrawal dates in the academic calendar](#).

Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, as they will receive an N at the end of the semester. Students who miss more than six classes for documented medical or personal reasons may still be asked to apply for a backdated withdrawal. ***However, even when the reasons for failing to meet course requirements are valid, it is neither academically sound nor fair to others in the course to allow students missing significant amounts of work to continue in the course and receive credit.***

Students may only apply for a course deferral if a) they have serious and documented medical or personal reasons for not completing some of the end-of-term requirements and b) they have already completed practically all the course requirements at the time of their application.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [Centre for Accessible Learning](#) as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

A Note on Academic Integrity and Plagiarism

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, aiding others to cheat, or unauthorized use of an editor violate University policies on academic integrity and are considered serious offences. **You must inform yourself about the university regulations** (see [UVic Policy on Academic Integrity](#)).

Unauthorized Use of an Editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have questions, please ask!

University Policy on Human Rights, Equity, and Fairness

According to the [Policy on Human Rights, Equity, and Fairness](#), the “University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members.”

Classroom Conduct and Course Responsibilities

With regard to the learning environment, the [University Calendar’s Policy on Creating a Respectful and Positive Learning Environment](#) states that UVic “is committed to promoting critical academic discourse while providing a respectful and productive learning environment. All members of the university community have the right to experience, and the responsibility to help create, such an environment. In any course, the instructor has the primary responsibility for creating a respectful and productive learning environment in a manner consistent with other university policies and regulations.”

In terms of expectations for students, the University Calendar’s [Attendance Policy](#) states that “[a]n instructor may refuse a student admission to a lecture, laboratory, online course discussion or learning activity, tutorial or other learning activity set out in the course outline because of lateness, misconduct, inattention or failure to meet the responsibilities of the course set out in the course outline.”

Students engaging in misconduct or failing to meet their course responsibilities can expect a communication from the instructor that outlines the concerning behavior, explains how such behavior is disrupting the learning environment, and requests that the student refrain from further disruptive behavior. Should such instances of misconduct continue, the student will receive a formal request to meet with the Department Chair in order to seek remediation between the parties. If necessary, further procedures to resolve the situation can be found in the [Policy on Resolution of Non-Academic Misconduct Allegations](#).

Please keep in mind the overlapping policy on [Online Student Conduct](#) specifies standards of behavior in the online environment.

****Territory Acknowledgement****

We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Schedule of Classes

WEEK ONE:	Beginnings
September	4 Introductions
	6 A Thinking Thing Read: Descartes, <i>Meditations</i> , Meditation 1 & 2
WEEK TWO:	A New Voice
	10 A Voice from Underground Read: Dostoevsky, "Notes from the Underground" (in Kaufmann, pp. 52-82)
	11 A Voice from Underground (cont)
	13* Discussion *Study Questions #1 Due
WEEK THREE:	Sören Kierkegaard - Ethics of the Singular
	17 <i>That Individual</i> Read: Kierkegaard Sections 1 and 4 in Kaufmann, <i>Existentialism from Dostoevsky to Sartre</i> , (pgs. 85-87, 94-101)
	18 Only One Read: Section 7 in Kaufmann, <i>Existentialism from Dostoevsky to Sartre</i> (pgs. 114-120)
	20 Abraham Read: Kierkegaard, <i>Fear and Trembling</i> , Preface and Attunement
WEEK FOUR:	Heroes and Knights
	24 Knight of Faith Read: Kierkegaard, <i>Fear and Trembling</i> , Preamble
	25 The Problem of the Singular Read: Kierkegaard, <i>Fear and Trembling</i> , Problem I
	27* Story Break *Study Questions #2 Due Read: Kafka, "The Imperial Message" in Kaufmann, pgs. 144-145

WEEK FIVE:		Friedrich Nietzsche – The Challenge
October	1	Who is Friedrich Nietzsche? Read: Kaufmann, Nietzsche, Sect. 1 (pgs. 122-125)
	2	Zarathustra Read: <i>Thus Spoke Zarathustra</i> Prologue and Speech 1
	4**	A Sort of Ethics ** 1st Short Essay Due** Read: <i>The Gay Science</i> , Sects. 283, 290, 341
WEEK SIX:		Nietzsche – A Re-evaluation of Values
	8	Sickness and Health Read: <i>The Gay Science</i> , Preface
	9	Will to Truth Read: Nietzsche, <i>The Gay Science</i> , Sects. 1-4, 108-110
	11	The Death of God Read: <i>The Gay Science</i> , Sects. 124-125
WEEK SEVEN:		Martin Heidegger’s Dasein
	15	Angst as Revelation Read: Heidegger, "What is Metaphysics?" Kaufmann, 242-257
	16	The Encounter with the Nothing Read: Heidegger, "What is Metaphysics?" (cont)
	18*	Discussion *Study Questions #3 Due
WEEK EIGHT:		Jean-Paul Sartre: Freedom and Responsibility
	22	Freedom and Responsibility Read: Sartre, "Existentialism is a Humanism," in Kaufmann, <i>Existentialism</i> , pgs. 345-369
	23	Anguish, Abandonment & Despair Read: Sartre, "Existentialism is a Humanism," (cont)
	25	The Meaning of the End Read: "The Wall" in Kaufmann, pgs. 281-299
WEEK NINE:		Sartre: Hell is Other People
	29	The Being of Others (Park) Read: Sartre, <i>Being and Nothingness</i> , 252-259
	30	The Being of Others (Key Hole) Read: Sartre, <i>Being and Nothingness</i> , 259-264 (bottom)
November	1**	Discussion **Second Short Essay Due**

WEEK TEN: Simone de Beauvoir - Existential Ethics

- November** 5 Ambiguity & Freedom
Read: Simone de Beauvoir, "Ambiguity and Freedom,"
from *The Ethics of Ambiguity*
- 6 Ambiguity & Freedom (cont)
Read: Simone de Beauvoir, "Ambiguity and Freedom"
- 8 Discussion

WEEK ELEVEN: Existential Changes

- 11-13 ****Reading Break****
- 17* Existential Identities ***Study Questions #4 Due**
Watch: Chloe Zhao, *The Rider* (2017)

WEEK TWELVE: Charles Mills/Franz Fanon - Existence in Black

- 19 Social Ontology
Read: Charles Mills, "Non-Cartesian Sums"
- 20 Discussion
- 22 Outside-In
Read: Franz Fanon, *Black Skin, White Mask* (excerpt)

WEEK THIRTEEN: Ralph Ellison – Visible/Invisible

- 26 Visible/Invisible
Read: Ralph Ellison, *Invisible Man*, Prologue
- 27 Invisible Man (cont.)
- 29*** Discussion ***Study Questions #5 Due**

WEEK FOURTEEN: Sisyphean Tasks

- December** 3 Why Sisyphus?
Read: Camus, "Sisyphus" in Kaufmann, 375-378
- 4 Last Class (Review/Discussion)

**** December 11th - FINAL PAPERS DUE****