PHL 322F: Contemporary Continental Philosophy

Summer 2023 (May–June), University of Toronto, St. George Campus

Instructor	Matthew Delhey	Office Hours	Tuesday 10:30–12
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Time	Monday & Wednesday 9–12	Delivery	Online synchronous
			Zoom link (password: phl322)

COURSE DESCRIPTION

Topic: *Social Critique*. Over the last two decades, social critique has seen a renewal of interest within Continental philosophy, spurred on by the various material and political crises facing Western liberal democracies. In this course, we will trace the contours of the debate over social critique in critical theory, beginning with the case against social critique and then turning to its revitalization in recent work. While some historical review will be necessary, our focus will be on reading contemporary French, German, and North American authors, paying special attention to their attempts to found new normative and epistemic bases of social critique. By far the most influential of these recent accounts has been Axel Honneth's theory of mutual recognition, with which we will have to deal in some detail. In the last part of the course, we will consider new directions emerging in the critical-theoretical literature on social critique. These new directions include the renewal of ideology critique, the critique of contemporary labour and the workplace, and the performative theory of gender and its criticism of the recognitive paradigm.

This course is writing-centered. Our goal will be to produce a substantial essay on a topic of your choice. However, our focus will be on the *writing process*, in particular, *revising* our writing over time (writing processually) and responding to feedback from our audience (writing communally). The assignments in this course are thus *scaffolded*—each lends support to writing the final paper— and *peer-reviewed*—each involves giving and receiving feedback from your colleagues.

COURSE REQUIREMENTS

1. Take-home midterm exam. **15%.**
2. Annotated bibliography. **15%.**
3. Draft paper. **15%.**
4. Peer revisions (3 x 5%). **15%.**
5. Final paper. **40%.**

Take-home midterm exam. This will be a time-bound take-home exam to be uploaded on Quercus. You will be asked to write an essay responding to a single prompt. The exam is designed to be completed within two hours; however, you will be permitted up to three hours. You may take the exam any time before the deadline. This prompt will be designed so that you can use your midterm exam to begin writing your final paper. **(Due: Friday, May 19.)**

Annotated bibliography. After the midterm, you will submit an annotated bibliography covering three articles or chapters relevant to your proposed essay topic. Two of these articles or chapters must either come from the "extra" category or from outside the course readings. This exercise will help you hone the specificity of your final paper as you get a sense of the scholarship on your topic of choice. (**Due: Monday, May 29.**)

Draft paper. You will then submit a draft of your final paper. This draft will need to be about half the length of the final one (1000–1500 words). Writing a draft of your paper occasions the opportunity to externalize your thoughts and receive crucial feedback. Taking this draft seriously will dramatically improve the quality of your final paper. (**Due: Friday, June 9.**)

Peer revisions. For each of the three previous assignments (midterm, annotated bibliography, draft paper), you will revise the work of one of your peers. These will be submitted using the peer review function on Quercus. You will also be required to submit a self-assessment of your review. (**Due: Wednesday, May 24; Friday, June 2; Wednesday, June 14.**)

Final paper. Writing the final paper is the main focus of this course. This paper will be 10–12 pages (2000–3000 words) in length. While I will provide some prompts, I encourage you to write on a topic of your choosing, either on the basis of your own interests or by further specifying one of my proposals. The aim of this writing assignment is twofold. First, it provides you an opportunity to philosophically engage with our texts in more detail, giving you a chance to work through an argument or idea on your own. But it also provides an occasion for developing your writing skills, not only as they pertain to philosophy but also as general means of clear and cogent self-expression. Writing is a muscle, and the only way to strengthen it is to exercise it! (**Due: Wednesday, June 21.**)

COURSE SCHEDULE

	Monday	**Wednesday**
	PART I: SOCIAL CRITIQUE AND ITS CRITICS	
WEEK 1: **FRANKFURT** **SCHOOL**	**May 8**: Hegel, *Philosophy of Right*, Preface*; Hegel, *Encyclopaedia*, §6; Marx, *Letter to Ruge*.	**May 10**: Weber, "Objectivity"; Horkheimer, "Traditional and Critical Theory"*; Adorno, "Critique."
	Extra: Marx, *Capital*, vol. 1, h. 1, §4; Stahl, "Immanent Critique."	**Extra**: Horkheimer, "The Present Situation"; Finlayson, "Political, Moral, and Critical Theory"; Celikates, "Unfinished Project."
	Lecture: Course introduction.	**Lecture**: Midterm discussed.

WEEK 2: SOCIOLOGY OF CRITIQUE	<u>May 15</u>: Latour, "Why Has Critique Run out of Steam?"*	<u>May 17</u>: Bourdieu, "Participant Objectivation"; Boltanski, "The Sociology of Critical Capacity."*
	Extra: Latour, "Against Critique, For Critique."	**Extra**: Boltanski, "Critical Sociology and Sociology of Critique"; Boltanski, "Sociology of Critique or Critical Theory?"; Bénatouïl, "Two Sociologies."
	Lecture: Peer feedback discussed.	**Lecture**: Annotated bibilography discussed. **Take-home midterm due on Fri, May 19.**

PART II: RECOGNITION: A FOUNDATION FOR SOCIAL CRITIQUE?

WEEK 3: RECOGNITION I	<u>May 22</u>: **Victoria day; University closed.**	<u>May 24</u>: Hegel, *Phenomenology of Spirit*; Honneth, "Integrity and Disrespect"; Honneth, "Is There an Emancipatory Interest?"*
		Extra: Sperotto, *Axel Honneth*, Introduction, ch. 1*;* Renault, *Exprience of Injustice*, Introduction.
		Lecture: Draft paper discussed. **Peer feedback on midterm due.**
WEEK 4: RECOGNITION II	<u>May 29</u>: Fraser, "Distorted Beyond All Recognition"*; Honneth, "Redistribution as Recognition."	<u>May 31</u>: Celikates, "Towards a Conflict Theory of Recognition"*; Allen, "Beyond Kant Versus Hegel."
	Extra: Fraser & Honneth, *Redistribution or Recognition?*	**Lecture**: Writing discussed. **Peer feedback on annotated bibliography due on Fri, June 2.**
	Lecture: Final paper discussed. **Annotated bibliography due.**	

PART III: REVITALIZATIONS OF SOCIAL CRITIQUE

WEEK 5: KNOWLEDGE & IDEOLOGY	<u>June 5</u>: Renault, "Critical Theory, Social Critique and Knowledge"*	<u>June 7</u>: Jaeggi, "Rethinking Ideology"*; Haslanger, "Taking a Stand."
	Extra: Paris, "Crisis Consciousness."	**Extra**: Ng, "Ideology Critique." **Draft paper due on Fri, June 9.**

WEEK 6: GENDER & LABOUR	June 12: Lepold, "An Ideology Critique of Recognition"* **Extra**: Butler, "Recognition and the Social Bond"	June 14: Dejours, "From the Psychopathology to the Psychodynamics of Work" **Extra**: Honneth, "Work and Recognition."
WEEK 7: REVIEW	June 19: Review & catch-up.	**Peer feedback on draft paper due.** June 21: Final paper due. (No class.)
EXAM PERIOD	June 21–26: Final assessment period.	

SESSIONAL DATES (SUMMER 2023)

Please see the Faculty of Arts & Sciences for more information.

Classes begin in F courses.	Monday, May 8, 2023
Last day to enroll in F course.	Sunday, May 14, 2023
Victoria day; University closed; no classes.	Monday, May 22, 2023
Last day to drop F courses.	Monday, June 5, 2023
Classes end in F courses.	Monday, June 19, 2023
Final assessments in F courses.	June 21–26, 2023

COURSE MECHANICS

Recordings. Recordings are prohibited for reasons of privacy. On the risks associated with recordings, see U of T's Guidance for Potential Risks in Remote Teaching. Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures. Students creating unauthorized recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Late work. Because the assignments for this course are scaffolded and peer-reviewed, it is imperative that you submit your work on time. Assignments submitted after the deadline will therefore be assessed a penalty of 5% for each day late, up to a total of 15%. *After 3 days, the assignment will no longer be accepted.*

Extensions. Extensions in this course will be granted only on a class-wide level, i.e., for all

students. If you believe a case can be made for extending an assignment, please email me or, ideally, visit my office hours. To request an individual extension, you must arrange this with disability services or another academic office. No extensions will otherwise be granted.

Email. All course-related communication must be sent through <u>email</u> (do *not* send me any messages through Quercus). Please use your U of T email address. I will respond to all emails within one working day; if you have not heard back from me by then, please send a follow-up reply. (Note: this does not include weekends and holidays!) Also, ensure that your question hasn't already been answered in the syllabus or on Quercus. Substantial philosophical questions should be addressed during class or during office hours. That being said, please do not hesitate to reach out to me with your concerns.

Office hours. Regular office hours will be held each week in the term. Office hours are for everyone—please visit! I'd love to get to know you better and help you with the course in any way I can, or just chat. During my office hours, I will also monitor my email closely and respond to any questions in real time. I will also make myself available for briefer conversations immediately following each lecture.

COURSE STATEMENTS

Acknowledgement of Land. We can never work to end systematic and institutional violence if we do not centre the narratives of indigenous folks in our collective decision-making for social justice and equity. As settlers in Turtle Island, we directly benefit from the colonization and genocide of the indigenous people of this land. In order to engage in resistance and solidarity against the injustices inflicted on the indigenous people of this land, it is imperative we constantly engage in acts of decolonization. Therefore, I would like to acknowledge that we are on the traditional lands of the "Mississaugas of the Credit First Nation" peoples, the traditional caretakers of this land. I would also like to pay my respects to their elders past and present, and to any who may be here with us today, physically, mentally, emotionally and spiritually. (From the <u>UTM Student Union website</u>)

Statement against Bro Philosophy. Critical thinking and sharpness of analysis are among the highest virtues of philosophy. Sadly, there is a tendency for these virtues to become animated by attitudes of aggression, domination, and a spirit of winning arguments–in short, to become Bro philosophy. Since the effects of Bro philosophy are both unproductive for genuine philosophical work and alienating for many members of the community, our aim in this course is to cultivate a non-adversarial atmosphere for discussion. A key to sustaining this atmosphere will be to regard one another as co-participants in a group effort to understand the material better. In terms of analogies, we can then see ourselves as members embarking upon a difficult trek (where teamwork is essential for reaching our common end) rather than as gladiators pitted against the text, or each other, in "bloodless battles" (to use Kant's memorable phrase).

ChatGPT. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments. This includes ChatGPT and other AI writing assistants. Use of generative AI

in this course is considered use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your intellectual development as a writer, and not out of dislike for these tools, whose utility and important cannot be denied. Use of advanced grammar and composition checkers such as Grammarly, Google Docs, Microsoft Word, or Helen Sword's The Writer's Diet are permitted and encouraged. See the University's FAQ for more information.

Plagarism detection. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site.

Accessibility. Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting http://www.studentlife.utoronto.ca/as/new-registration. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity. All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity and http://academicintegrity.utoronto.ca