

SILLIMAN UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

PHILOSOPHY DEPARTMENT

COURSE SYLLABUS

FOR

PHILO #: HERBERT MARCUSE

CLASS TIME AND DAYS : 4-5:30PM MF

ROOM: AH Conference Room

LECTURER/FACILITATOR: JEFFRY OCAY, PhD

CONTACT DETAILS: jeffryvocay@su.edu.ph

CONSULTATION HOURS: 8:00AM-12:00NN, 2:00-4:00PM Mondays through Fridays

PROF. FERDINAND M. MANGIBIN

Chair, Department of Philosophy

DATE: _____

DR. MARGARET HELEN U. ALVAREZ

Dean, College of Arts and Sciences

DATE: _____

1st Semester, AY 2015-2016

VISION

A leading Christian educational institution committed to total human development for the well-being of society and environment.

UNIVERSITY MISSION

In this regard, the University

- Infuse into the academic learning the Christian faith anchored on the gospel of Jesus Christ; provide an environment where Christian fellowship and relationship can be nurtured and promoted.

- Provide opportunities for growth and excellence in every dimension of University life in order to strengthen character, competence and faith.

- Instill in all members of the University community an enlightened social consciousness and a deep sense of justice and compassion.

-Promote unity among peoples and contribute to national development.

GOALS

Silliman aims to have...

- a quality and diverse body of students;
- a holistic and responsive educational program with a Christian orientation;
- a quality faculty comparable to Asian standards;
- a quality support staff;
- adequate facilities and administrative systems;
- a supportive and involved alumni; and
- a long-term financial viability.

COLLEGE OF ARTS AND SCIENCES

VISION

Central to the vision of the College of Arts and Sciences is Christian Education of the highest quality.

MISSION

The College of Arts and Sciences seeks to bring about the fullest development of a student's capabilities and personality so that one can serve the society and participate in creating a world that ensures each individual's basic needs and rights.

GOALS

In order to achieve its mission, the College of Arts and Sciences seeks:

1. To pursue excellence in every dimension of inquiry, learning, and teaching.
2. To provide opportunities and incentives for significant scholarship and research in various fields.
3. To honor the spiritual and moral values upon which the University is founded.
4. To restore and maintain environmental integrity through responsible stewardship of resources.
5. To meet current challenges by updating policies and curricula.

PHILOSOPHY DEPARTMENT

GOALS

The Department of Philosophy aims to:

1. Contribute to the holistic formation of the students' mind, body, and soul by providing a philosophical dimension of their education through their academic studies, co-curricular activities, and extension programs.
2. Promote an education designed to develop morally and intellectually responsible citizens by providing a classroom atmosphere conducive to the internalization of ideas and values relevant to their life situation.
3. Prepare the students in the Philosophy Program for the meaningful and successful practice of their profession by equipping them with the Existential-Phenomenological, Analytic, and Pragmatic traditions as their foundational upbringing for a more intensive study of other philosophical orientations.
4. Promote the dynamic and holistic development of its faculty by encouraging and supporting their: attendance and participation in relevant conferences or seminar-workshops; graduate, postgraduate or interdisciplinary studies; research projects; and involvement in relevant outreach programs.
5. Help facilitate the continued professional growth of its alumni and colleagues in the discipline by inviting them to conventions participated, sponsored or co-sponsored by the department.

PHILO #: HERBERT MARCUSE

COURSE DESCRIPTION

This course is a study of the nature, dynamics, and characteristics of existentialism, one of the most influential philosophical movements of the 20th century. At its early stage, existentialism was a reaction against the dominance of positivism and Hegelian philosophy. Later on, existentialists attempted to address what they see as threats to human freedom and the seemingly meaninglessness of life as manifested most visibly through cultural homogenization, religious conformity, suffering, boredom, anxiety, and the absolutization of truth. This course will then examine the philosophies of the leading figures in existentialism and explore some of the ways in which their brand of existentialism addressed such threats.

GENERAL OBJECTIVES:

By the end of the course, the students will be able to:

1. Demonstrate mastery of the key concepts in Herbert Marcuse's model of Critical Theory;
2. Articulate the relevance of such key concepts to the contemporary society, especially the Philippines; and
3. Analyze the dynamics of domination and resistance in the Philippines and identify redemptive alternatives within this society.

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
To demonstrate mastery of the key concepts in Herbert Marcuse's model of critical social theory	Written Exam Reporting/presentation Research Paper	Week 4, 10, 15 Week 6-17 Week 18

RUBRIC FOR ASSESSMENT:

INDIVIDUAL REPORT/RESEARCH PAPER

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1	RATING
ORGANIZATION OF THE PRESENTATION	The work-presentation manifests qualities which go beyond the requirements.	The work-presentation manifests the required qualities.	The work-presentation partially manifests the required qualities. Certain aspects of the presentation are confusing.	The work-presentation does not manifest any of the requirements.	
INTELLIGIBILITY	The work-presentation manifests qualities which go beyond the requirements.	The work-presentation manifests the required qualities.	The work-presentation partially manifests the required qualities.	The work-presentation does not manifest any of the requirements.	

			Certain analysis is confusing.		
ABILITY TO ANSWER QUESTIONS	The work-presentation manifests qualities which go beyond the requirements.	The work-presentation manifests the required qualities.	The work-presentation partially manifests the required qualities. Certain synthesis is confusing.	The work-presentation does not manifest any of the requirements.	
OVER-ALL PRESENTATION	The work-presentation manifests qualities which go beyond the requirements.	The work-presentation manifests the required qualities.	The work-presentation partially manifests the required qualities. Some presentations are confusing.	The work-presentation does not manifest any of the requirements.	

OTHER REQUIREMENTS AND ASSESSMENTS:

Aside from the final output, the student will be assessed at other times during the term by the following:

- Written exams (quizzes, midterm and finals)
- Individual assignments/research paper
- Group/Class participation

GRADING SYSTEM

The student will be graded according to the following:

Midterm Grade

Quiz/Essays/reporting	60%
Midterm Exam	<u>40%</u>
	100%

Final Period Grade

Quiz/Essays/research paper	60%
Final Exam	<u>40%</u>
	100%

Final Grade 50% midterm grade + 50% final period grade

CLASS POLICIES:

1. Be present every class meeting.
2. Participation in class discussion is encouraged.
3. Punctuality in coming to class and in the submission of essays is a must.
4. About school policies in terms of absences without excused slip, refer to your school handbook.

COURSE OUTLINE AND TIME FRAME

Week	Topic
1	Introduction: course description, class policies, Marcuse and the Frankfurt School
2	Heidegger, Hegel, Marx: Marcuse and the Theory of Historicity
3	Eroticizing Marx, Revolutionizing Freud: Marcuse's Psychoanalytic Turn
4	Technological Domination and the Great Refusal: Marcuse's Critique of the Advanced Industrial Society
6-7	Selective reading of <i>Reason and Revolution</i>
8-9	Selective reading of <i>Eros and Civilization</i>
10	Selective reading of <i>Soviet Marxism</i>
11-12	Selective reading of <i>One-dimensional Man</i>
13	Selective reading of <i>Essay on Liberation</i>
14	Selective reading of <i>Counterrevolution and Revolt</i>
15	Selective reading of <i>The Aesthetic Dimension</i>
16-17	Selective reading of "Repressive Tolerance", "Contribution to a Phenomenology of Historical Materialism", "Some Social Implication of Modern Technology", and other important essays
18	Synthesis

LEARNING PLAN:

Learning Outcome	Topic	Key Understanding	Learning Activities
To identify the scope and limitation of the course and what the students could expect during the class sessions.	- Introduction - Course Coverage - Course Expectation	Rationale of the course Presentation of the Syllabus, Grading system, Course requirement	Lectures, reporting, and class/group discussions
To master key concepts in Marcusean scholarship	Heidegger, Hegel, Marx, Freud, the first generation of Frankfurt School Critical Theorists (esp. Adorno and Horkheimer), Advanced Industrial Society, Psychoanalysis, Art, Great Refusal, Social Critique	Domination, Resistance, Emancipation	Lectures, reporting, and class/group discussions

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1964. *One-Dimensional Man: Studies in the Ideology of the Advanced Industrial Society*. Boston: Beacon Press.
1968. *Negations: Essays in Critical Theory*. Translated by Jeremy J. Shapiro. London: The Penguin Press.
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1970. *Five Lectures: Psychoanalysis, Politics, and Utopia*. Translated by Jeremy J. Shapiro and Shierry M. Weber. London: The Penguin Press.
1972. *From Luther to Popper*. Translated by Joris de Bres. London: Verso.
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From *Heideggerian Marxism*. Edited by Richard Wolin and John Abromeit. Lincoln and London: University of Nebraska Press, 2005:

“Contribution to a Phenomenology of Historical Materialism”, 1-33.

“On Concrete Philosophy”, 34-52.

“On the Problem of Dialectic”, 53-85.

“New Sources on the Foundation of Historical Materialism”, 86-121.

"On the Philosophical Foundations of the Concept of Labor in Economics", 122-150.

"German Philosophy, 1871-1933", 151-164.

"Heidegger's Politics: An Interview", 165-175.

"Postscript: My Disillusionment of Heidegger", 176.

From *The Essential Marcuse: Selected Writings of Philosopher and Social Critic*. Edited by Andrew Feenberg and William Leiss. Boston: Beacon Press, 2007:

"The Individual in the Great Society", 3-12.

"Remarks on a Redefinition of Culture", 13-31.

"Repressive Tolerance", 32-59.

"A Note on Dialectic", 63-71.

"Sartre's Existentialism", 128-158.

"Freedom and Freud's Theory of Instincts", 159-183.

"Philosophical Interlude", 187-200.

"The Affirmative Character of Culture", 201-232.

"Nature and Revolution", 233-249.

From *Technology, War and Fascism: Collected Papers of Herbert Marcuse, Vol. 1*. Edited by Douglas Kellner. London and New York: Routledge, 1998:

"Some Social Implication of Modern Technology", 39-65.

"State and Individual under National Socialism", 67-92.

"A History of the Doctrine of Social Change", with Franz Neumann, 93- 104.

"Theories of Social Change", with Franz Neumann, 105-137.

"The New German Mentality", 139-190.

"Description of Three Major Projects", 191-198.

"Some Remarks on Aragon: Arts and Politics in the Totalitarian Era", 199-214.

"33 Theses", 215-227.

"Letters to Horkheimer", 229-260.

"Heidegger and Marcuse: A Dialogue in Letters", 261-267.

From *Towards a Critical Theory of Society: Collected Papers of Herbert Marcuse*, Vol. 2. Edited by Douglas Kellner. London and New York: Routledge, Taylor and Francis Group, 2001:

"The Problem of Social Change in the Technological Society", 35-57.

"The Individual in the Great Society", 59-80.

"The Containment of Change in the Industrial Society", 81-93.

"Political Preface to *Eros and Civilization*, 1966", 95-105.

"Beyond One-Dimensional Man", 107-120.

"Cultural Revolution", 121-162.

"The Historical Fate of Bourgeois Democracy", 163-186.

"Watergate: When Law and Morality Stand in the Way", 187-192.

"A Revolution in Values", 193-201.

"Letters", 203-229.

From *The New Left and the 1960s: Collected Papers of Herbert Marcuse*, Vol. 3. Edited by Douglas Kellner. London and New York: Routledge, Taylor and Francis Group, 2005:

"Interventions", 38-56

"The Problem of Violence and the Radical Opposition", 57-75.

"Liberation from the Affluent Society", 76-86.

"Democracy Has/Hasn't A Future...A Present", 87-99.

"Marcuse Defines His New Left Lines", 100-117.

"Testimonies", 118-121.

"On the New Left", 122-127.

"Mr. Harold Marcuse: An Interview with Dr. Herbert Marcuse", 128-136.

"USA: Questions of Organization and the Revolutionary Subject: A Conversation with Hans Magnus Enzensberger", 137-141.

"The Movement in a New Era of Repression: An Assessment", 142-153.

"Bill Moyers: A Conversation with Herbert Marcuse", 154-164.

"Marxism and Feminism", 165-172.

"1970 Interventions", 173-182.

"The Failure of the New Left?", 183-191.

From *Art and Liberation: Collected Papers of Herbert Marcuse*, Vol. 4. Edited by Douglas Kellner. London and New York: Routledge, Taylor and Francis Group, 2007:

"*The German Artist Novel*: Introduction", 71-81.

"Art in the One-Dimensional Society", 113-122.

"Society as a Work of Art", 123-129.

"Commencement Speech to the New England Conservatory of Music", 130-139.

"Art as Form of Reality", 140-148.

"Jerusalem Lectures", 149-165.

"Art and Revolution", 166-177.

"Letters to the Chicago Surrealists", 178-193.

"Short Takes", 194-210.

"Lyric Poetry after Auschwitz", 211-217.

"On The Aesthetic Dimension: A Conversation between Herbert Marcuse And Larry Hartwick", 218-224.

"The Philosophy of Art and Politics: A Dialogue between Richard Kearney and Herbert Marcuse", 225-236.

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