The Issue of the Course

The aim of this course is to introduce hermeneutics by rethinking it in its very living or gerundive movement. That is, by staying with the concrete living delimitations of interpretative and conceptual linguistic understanding that seem to give sense to philosophy as well as hermeneutics. This means taking a step before and after (beyond?) the discipline and conceptual field of Hermeneutics. This time-space of delimitations of knowledge, power, and sense will be introduced first by looking at the liminal relationality or the inbetween, philosophy experience, consciousness as a non-egological being-in-the-world, and indirectly, at the inbetween literature graphic gesture, ambiguities in/with which the field of Hermeneutics finds its quickening but that may well remain beyond the field. The exploration will then take an aesthetic turn: the course takes hermeneutics as arising in configuring paths of interpretative understanding that occur not only conceptually and linguistically but affectively, emotionally, through physicality, in memorial experiences, lineages, desires, their projections into images, unstable ephemeral archetypes, and horizonal epistemic spaces. Another set of dimensions beyond and yet delimiting hermeneutics appears in remaining with silences, invisibility, porosity, opacity and absences. We will then discuss hermeneutics as a poetics (originating or making) of/in difference. In working with these intelligent sensibilities or sensible intelligence, the course begins to reinterpret the sense of such guiding terms for hermeneutics as “word,” “image,” “appearance,” “truth,” “tradition,” “difference,” and “meaning.” A determining factor of the course’s work will be the task of learning to remain with the performative or spacing-temporalizing sense of language and thought, learning to listen, feel intelligently, finding sense… learning to speak again? Readings will include Heidegger, Gadamer, Foucault, Charles Scott, Nancy Tuana, and Edouard Glissant.

This is a graduate level seminar that consists on close reading and discussion of primary sources (always with reference to original language sources), occasionally supplemented by lectures that situate the central issues conceptually and historically and that clarify the relation between the various readings within the scope and direction of the course’s developing path of investigation.

**Texts Required:**

Available at the University Book (Duck) Store:

Glissant, Édouard. *Poetics of Relation.*

Available on Canvas:
- Heidegger, Martin. Readings from *Being and Time.*

Suggested Texts:


“Kant and the Hermeneutical Turn” (in *Heidegger’s Ways,* pp.49-59);


**Reading Schedule**

**PART I. HERMENEUTICAL DELIMITATIONS**

**I. 1/8**

The *Question,* of Hermeneutics

Heidegger’s *Being and Time,* Part One, Chapter V “Being-in as Such.” (pages 123-156)

[Suggested: BT, paragraph27, pages 118-122.]

**II. 1/15**

The *Question,* of Hermeneutics

Heidegger, *Being and Time,* Part II, Chapter V “Temporality and Historicity.” (Pages 341-369)


**III. 1/22**

The *Question,* of Hermeneutics

Truth and Method, Part III, “The Universal Aspect of Hermeneutics.” (Pages 469-484)

PART II. TRANSFORMATIVE GENEALOGICAL THOUGHT AND THE PERFORMATIVITY OF LANGUAGE

IV. 1/29
Scott, Charles. The Question of Ethics, Ch. 1-2. (Pages 1-52)

V. 2/5
Scott, Charles. The Question of Ethics, Ch. 3. (Pages 53-93)
[Suggested: Ibid.]

Part III. BORDER ART(E), ENGAGING “BEYOND”

VI. 2/12
The Question, Beyond Philosophy...
Tuana, Nancy and Scott, Charles. Beyond Philosophy (excerpts).

VII. 2/19
The Question, Beyond Philosophy...
Tuana, Nancy and Scott, Charles. Beyond Philosophy (excerpts).

VIII. 2/26 2:00-5:00
The Question, Beyond Philosophy...
Special Session with Nancy Tuana and Charles Scott on Beyond Philosophy (excerpts).

PART IV. POIETIC RELATIONAL THOUGHT

IX. 3/5
Glissant, Edouard. Poetics of Relation.

X. 3/12
Glissant, Edouard. Poetics of Relation.
Requirements, Attendance, Grade Break Down, Work Load

Attendance: All absences must be justified in person. Two consecutive absences will result in a failing grade.

1. Active participation, that is, being prepared to lead the seminar with specific question for each session, close reading, interpretation of texts, and discussion. (25%)

2. A presentation. 20 minute presentation of a textual passage central to the course. (25%)

3. A final paper. Topic agreed with the instructor by week seven (all topics to be centered around the material in the course). 10-12 pages, standard research format (Chicago Elements of Style), not including title page or bibliography. (50%)

(*In order to receive a passing grade all of the three components must be met successfully.)

Students should count on spending at least double the time of the seminar in preparation, i.e., at least 6-7 hrs. per week. Not counting time for the composition of the final paper.

Office Hours: W 1:00-3:00, or by appointment. SCH 245. For reasons of possible demand make sure you schedule your office hour visit even if during office hours.