**Instructor:** Dr. Daniela Vallega-Neu  
**Email:** dneu@uoregon.edu  
**Office hours:** Wednesdays 2:00-4:00 in Susan Campbell Hall 245.  
**Class meets** Mondays 18:00-20:50 in Susan Campbell Hall 250C.  

**Time beyond subjectivity**

**Texts:**

**Required:**

We will focus on Part Two, Chapter I (sense experience), and Part Three, Chapter II (temporality)*  
A concordance of the different editions of the *Phenomenology of Perception* is available on Blackboard.

**Recommended:**

- Jacques Derrida, “For a Justice to Come” (Interview) and “The Deconstruction of Actuality” (Interview).*
Course Description:
Especially in Modernity, time is understood as anchored in and constitutive of subjectivity. This goes along with a conception of Time with a capital “T” and a linear sense of History (with a capital “H”) rooted in the Western idea of progress. But, as David Wood writes in *Time After Time*, “Time is dead in the sense that models of its overarching unity do no longer convince us.” (12) The notion of Time fractures and disseminates, giving way to different senses of temporality in different contexts (subjectivities, histories, narratives, nature, things, and world). Since this dissemination occurs in departure from a fractured subjectivity, this course takes as its guiding thread the question of time beyond subjectivity. We will begin with Aristotle and the ancient Greeks, questioning the relation between the duration of things and time as a measure of counting. We will then look at Merleau-Ponty who in the *Phenomenology of Perception* partially embraces time as centered human subjectivity while at the same time paving the way for a decentering of time. We will look at how “anonymous time” (Merleau-Ponty) is a point of departure for more recent investigations into deep time (Ted Toadvine) and feminist temporalities. Next we will look at the ways Heidegger and Derrida shift the understanding of time away from subjectivity and relate it to the notions of event and history. All along this path of questioning, we will read Wood’s *Time After Time* as a resource for questioning time or temporalities after Time breaks up.

Course Objectives:
-- Knowledge of some traditional Western accounts of time.
-- Strengthened capacity to inquire into time from a variety of different perspectives and through different modes of inquiry.
-- Greater insight into the implications of different models and ways of thinking time.
-- Writing a philosophical essay on time.

Requirements:
1. Participation in discussions, text preparation 20%
2. Class report (6-9 pages) 30%
3. Final term paper (9-12 pages) 50%

Regarding 2:
The class report should summarize texts we read and relevant discussions we had. The heading should contain a line announcing the texts we discussed and another line (or two) briefly describing the course topics. Then write a report in form of a chronological narrative (not an outline). Add to the class report main questions or issues that came up for you as you worked on the class report. (Write the class report in such a way that someone who has not taken the class gains insight into the content of the readings we discussed and main points of discussion.) Come to my office the week before class (possibly during office hours) to discuss the course content with me. Make copies of your class report and distribute it to the rest of the class. You will be asked to read your report at the beginning of class.

Regarding 3:
The final term paper should be based on the work we did in class and demonstrate your capacity to work closely with the primary text and engage it in a philosophically interesting way. You can
choose your own topic or else ask me for possible topics. In any case, you need to submit a final paper proposal two weeks prior to the last class. The final paper proposal should consist in an introductory paragraph that exposes the problem, question, or concept you wish to address, and include a rough outline as well as an indication of the main text passages you wish to discuss. You need to integrate at least two secondary sources either in the main body of your paper or in extended footnotes.

PAPER FORMATS: All written work needs to be submitted typed, font Times New Roman 12, double-spaced with 1-inch margins.

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COURSE POLICIES

1. **Handing in an assignment late** will lower your grade. Homework that is more than a week late will not be accepted, unless this was for demonstrable (*documented*) reasons beyond your control.
2. In order to avoid disruptions in class you are asked to avoid exiting and entering the classroom while lectures and discussions are going on.
3. **If you miss a class** it is your responsibility to keep up with the course material. Use the syllabus as a guideline.
4. You are expected to follow the **rules of academic honesty**. Failure to do so will result in course failure (“F”).

*Plagiarism:* Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. By placing one’s name on work submitted for credit, one certifies the originality of all work not otherwise identified by appropriate acknowledgements. Verbatim statements by others must be enclosed by quotation marks or set off from the regular text as indented extracts.

Students will avoid being charged with plagiarism if there is acknowledgement of indebtedness. Indebtedness must be acknowledged whenever: 1) one quotes another person’s actual words or replicates all or part of another’s product; 2) one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words; 3) one borrows facts, statistics, or other illustrative material—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise prepared totally or in part by another person, even if that person is acting as a tutor or editor (and ends up substantially producing part of the work).

*Fabrication:* Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to: 1) citing information not taken from the source indicated; 2) listing sources in a reference not used in the academic exercise; 3) inventing data or source information for research or other academic exercises.

*Cheating:* Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include but are not limited to: 1) copying from another student’s work; 2) collaborating without authority or allowing another student to copy one’s work in a test situation; 3) using the course textbook or other material not authorized for use during a test; 4) using unauthorized material during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing; 5) resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor; 6) taking a test for someone else or permitting someone else to take a test for you.
Note:
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.
If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Grade Rubric:
A = excellent. No mistakes, well written, and distinctive in some way or other.
B = good. No significant mistakes, well written, but not distinctive in any way.
C = OK. Some errors, but a basic grasp of the material.
D = poor. Several errors. A tenuous grasp of the material.
F = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

COURSE SCHEDULE
(Tentative schedule)

Week One

Week Two
(Related reading: Dorothea Oklowski, “The Origin of Time, the Origin of Philosophy,” in Time in Feminist Phenomenology [TFPH], 18-37.)

Week Three
Jan. 19 Martin Luther King Holiday
[Make-up class on Merleau-Ponty’s Phenomenology of Perception, date TBA.
Read Part Two, Chapter One and Part III, Chapter Two. Read also Ted Toadvine, “The Elemental Past”]

Week Four

Week Five

Week Six

Week Seven
Feb. 16: Discussion with David Wood.

Week Eight
(Related readings: David Wood, Time After Time, Part I, 3 and 4.)

Week Nine
March 2: Time and Event in the work of Derrida. Reading: “Différence,”
(Possible additional readings regarding the notion of event in Derrida: “For a Justice to Come” (Interview), and “The Deconstruction of Actuality” (Interview))

Week Ten
March 9: Continuation. Final paper proposals and discussions.

FINAL PAPERS DUE Monday, March 16th at noon.
Submit an electronic version of your paper by email (WORD docx and/or PDF format).
Send the electronic version to dneu@uoregon.edu
Make sure you receive a confirmation that I received your paper the same day!!