

# Syllabus: Husserl's *Logical Investigations*

PHI 715.001

Seminar in Recent Philosophy

Fall 2015

Mondays 4:30pm – 7:00pm (tentative, may change)

Classroom: POT 1445 (may change)

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## Required Texts

1. Edmund Husserl. *Logical Investigations*. Translated by J.N. Findlay. New York: Routledge, 2001.
  - a. Volume I – ISBN [978-0-415-24189-2](#)
  - b. Volume II – ISBN [978-0-415-24190-8](#)
2. Edmund Husserl. *Introduction to the Logical Investigations. A Draft of a Preface to the Logical Investigations*. (1913). Edited by Eugen Fink. Translated by Philip J. Bossert & Curtis H. Peters. The Hague: Martinus Nijhoff, 1975. ISBN [978-90-247-1711-8](#)
3. Readings available in Canvas (**Files: Library**).
  - a. Electronic versions of the required texts are acceptable and, when possible, accessible through Canvas.
  - b. I have placed a wide array of primary and secondary source materials in Canvas. The articles placed here represent a baseline the student may use as they develop their understanding of the literature on this text and on Husserl's phenomenological philosophy, more broadly.

## Course Description

"The first question Husserl addressed to prospective participants was: 'Have you read my *Logical Investigations*?'"<sup>1</sup> As intimated by this quote, Husserl considered the *Logical Investigations* to be of preeminent importance among his writings for the study of his philosophy. He would later say they inaugurated a "breakthrough of an essentially new science - pure phenomenology – and the breakthrough of a newly grounded philosophy; grounded, actually, as phenomenology."<sup>2</sup> Published in two volumes, the *Investigations* stand at the crossroads of both analytic and continental philosophy. Husserl's critique of psychologism in the Volume One, the "Prolegomena to Pure Logic (1900)," along with Gottlob Frege's anti-psychologistic attacks, changed the course of logic in the twentieth century. In that volume, Husserl attacks what he sees as the "basic error of psychologism," i.e., "its obliteration of this fundamental distinction between pure and empirical generality, and in its misinterpretation of the pure laws of logic as empirical laws

<sup>1</sup> Szylewicz, A. "Roman Ingarden's Review of the Second Edition of Husserl's *Logical Investigations*. *Husserl Studies* 10 (1993): 1-12, here 1.

<sup>2</sup> Husserl, E. *Introduction to the Logical Investigations. A Draft of a Preface to the Logical Investigations*. (1913). Edited by Eugen Fink. Translated by Philip J. Bossert & Curtis H. Peters. The Hague: Martinus Nijhoff, 1975, 32.

of psychology,"<sup>3</sup> He argues in the *Logical Investigations*, rather, "that psychology *helps* in the foundations of logic," but that it fails to set out "logic's *essential foundation* in the sense above defined,"<sup>4</sup> i.e., as a pure theoretical science which establishes the ideal laws that give the logical norms their objective validity. In point of fact, Husserl even called of his own phenomenology a "descriptive psychology" in the first edition of the *Investigations*. Though he eventually rejected this appellation as too ambiguous, the *Investigations* takes on the ambitious task of articulating the essence and the role of the subjective acts of consciousness in the constitution of ideal logical objectivities and the lawful relations pertaining to these ideal objectivities. As Robert Sokolowski noted in his review of J.N. Findlay's English translation, Volume One "secures the reality of what pure logic is about: the transpsychological domain of meanings, combinations of meanings, and verification of meanings in identity-synthesis," and as such lays the ground for his investigations in Volume Two of conscious acts "in their function of constituting ideal meanings that had been isolated in Volume One"<sup>5</sup>.

This semester we will read the whole of Husserl's *Logical Investigations*, i.e., both Volume One, the "Prolegomena to Pure Logic" and Volume Two, the "Investigations into Phenomenology and the Theory of Knowledge, Parts I & II" In addition to this, we will read (a) Husserl's unpublished "Draft Preface" (edited by Eugen Fink) to the second edition (1913) of *Logical Investigations*, (b) another couple of short works by Husserl on the subject of his *Logical Investigations*, and (c) a few very helpful and important secondary sources. However, the *Investigations* are long and difficult enough to occupy almost all our time this semester. Yet there is one text of secondary source materials that is especially useful; this is *Husserl's Logical Investigations*, edited by Daniel Dahlstrom. I *recommend* that each student read this work. If not in whole, then at least the article(s) pertinent to the section of the *Investigations* you present on. Dahlstrom's volume is available in Canvas (**Files: Library: Dahlstrom**).

Given that this is a graduate seminar, each student can expect a substantial onus to be on you as you prepare for each class. The seminar sessions are meant to be working sessions, not lectures. To that end, each class meeting (excepting the very first meeting) will be an open discussion structured in this way:

- 1) *Brief Recap*: From discussion that took place in the previous session, one student volunteering (or appointed) each time to do this—will highlight the ideas, points, proposals, lines of argument, analyses or critique made in that previous session. Some discussion of this "recap" can follow, but rather than revisiting the previous session, this recapitulation is meant to serve as transition to the current session.
- 2) *Presentations*: In each session one (or more) student will offer a prepared review on the reading for present session. Rather than mere summary of the reading, these presentations will provide an overview of the reading with the aim to identify what the presenter considers most essential in the reading that week. In this presentation, the student will clearly articulate important questions and/or confusions he or she may have. We will, then, use these questions and areas in need of clarification as a template for our discussion of the reading.
- 3) In this latter element, there will likely be some *explanation, interpretation, supplementation* that the instructor has prepared. These may be interjected during the presentation or following thereafter.

As noted, recapitulations and presentations in class are meant to generate open discussion. So in preparing for class, each student should come thoroughly prepared to engage in deep and probing analysis of the reading every class, *regardless of whether or not you are presenting that day*.

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<sup>3</sup> Husserl, E. "A Reply to a Critic of My Refutation of Logical Psychologism." Trans. D. Willard. In *Readings on Edmund Husserl's Logical Investigations*. Ed. J.N. Mohanty. The Hague: Martinus Nijhof, 1977, 33-42, here 39.

<sup>4</sup> Husserl, E. *Logical Investigations*, Volume I. Translated by J.N. Findlay. New York: Routledge, 2001, 45.

<sup>5</sup> Sokolowski, R. "Review Discussions: I. The Structure and Content of Husserl's *Logical Investigations*. *Inquiry* 14 (1971): 318-50, here 338.

## Schedule of Readings and Homework

The schedule of readings and homework can be found in Canvas (**Pages: Daily Schedule**). Deadline details concerning the two papers, one short and one long, will be placed in Canvas (**Files: Handouts**).

## Grading Structure

- Class Participation 20 %
  - Recaps, Presentations, Discussion
- Short Paper 20 %
- Final Long Paper 60 %

### Grading Scale

<b>A+</b>	100%
<b>A</b>	95%
<b>A-</b>	90%
<b>B+</b>	88%
<b>B</b>	85%
<b>B-</b>	80%
<b>C+</b>	78%
<b>C</b>	75%
<b>C-</b>	70%, etc.

## Attendance

- Perfect attendance is required and a necessary condition to succeed in this class.
- *Students bear the responsibility to meet with the instructor when class is missed.*
- An absence for a major religious holiday requires advance written notification.
- If a pattern of absences (without excuse) occurs, the student will fail the course.

## Writing and Class Participation

### Recap and Presentations:

- Students will provide a copy of their recap or their presentation to the instructor. This copy should be written in essay form. However, the actual recap or presentation should not simply be read in class. The presenter may read from a portion or portions of their prepared writing but be prepared to extemporize on the subject so as to generate a lively exchange.
- The format of the actual recapitulation or class presentation is up to the student. But it should (i) reflect the content of the essay handed to the instructor, and (ii) be structured in such a way to generate substantive and engaging discussion in class.
- The grade for each recapitulation and the presentation will be a simple letter grade (see grading scale below). The final Participation grade will be determined by the average of all recap and presentations grades earned by the student over the course of the semester.
  - Every student will have to recap and to present at least once during the semester.
- If the student inadequately participates in class discussions generally, then their final participation grade may be docked up to a full letter grade.

### Short Paper:

- After the conclusion of the "Prolegomena to Pure Logic" each student will write a 5-10 page paper. The aim of this paper will be to evaluate some aspect of Husserl's critique of psychologism and/or his idea of pure logic.
- This is a thesis defense paper. The student should present a thesis and defend this in the paper.
- Assignment details will be provided to the student at the conclusion of the first volume via Canvas, and we will discuss these in class. The deadline for this short paper will be inviolate except for extreme extenuating circumstances. Typically, though, late papers will not be accepted.
- The grade earned on the paper will be a simple letter grade (see grading scale below).

### Final Term Paper

- A final long term paper is required of each student. There is fairly broad latitude here in subject matter. Students will be asked to meet with the instructor after the mid-point of the class to discuss their paper topic and the basic articulation of their paper.
- It is perfectly acceptable for the research paper to grow out of the presentation(s) that the student prepares for the seminar session(s).
- Typically, these papers will be between 20-25 pages.
- Assignment details will be provided sometime after the conclusion of the first volume via Canvas, and we will discuss these in class. The deadline for this term paper is the date of the BPC meeting (see next bullet), but I'm willing to be flexible here. If not restrained by Graduate School Regulations, the student may opt to take an Incomplete in the class in order to complete the paper with the level of attention such an important paper deserves. This option *must* be negotiated with the instructor at least one week prior to the final deadline for the paper.
- At the conclusion of the semester, all members of the class will present their research in the first ever **Bluegrass Phenomenology Circle** (BPC) meeting. Presentation before the BPC is required, but the presentation will not be graded. Even if the student opts to take an Incomplete in the class in order to complete his/her paper, he or she must present their research before the BPC.
- The grade earned on the paper will be a simple letter grade (see grading scale).

## Learning Outcomes

Upon completion of this course students will be able to:

- formulate insightful presentations on complex and difficult reading material.
- analyze the basic analytical structure of the phenomenological discriptions.
- clarify a philosophical position with precision in writing.
- evaluate the strengths and weaknesses of various positions in philosophical debates, including their own.
- defend theses well, orally and in writing.

## Accommodations

If you have a documented disability which requires academic accommodations, please contact the professor as soon as possible. In order to receive accommodations in this course, you must provide the professor with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 859-257-2754, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu)) for coordination of campus disability services available to students with disabilities.

## Academic Integrity

If the professor determines that a student or group of students has cheated on any exam or has plagiarized any part of any assignment, at a minimum he/she/they will fail the course. It is also likely that the case will be directed to the Dean of the College of Arts and Sciences for official sanction by the University.

Cheating not only robs other students of a fair grade, it also fundamentally threatens the mission of this institution of higher education. Unfortunately, cheating and plagiarism – though not frequent – does exist here at UK. By taking this class, you accept the injunction not to cheat in any way and comport yourself with

integrity and honor throughout the semester. You also agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities(available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is a form of plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

(updated – 09/01/15)

<b>Date</b>	<b>Class</b>	<b>Homework due on day listed</b>
8/31	Syllabus; the problematic name: descriptive psychology	Canvas Library: * Husserl-1925 * Husserl-1903 - Review-Elsenhans * Sokolowski - "Structure and Content" * Recommended: Dahlstrom/Dahlstrom - "Husserl's <i>Logical Investigations</i> "
9/1 Last day to add		
9/14	<i>Introduction to the Logical Investigations. A Draft of a Preface to the Logical Investigations</i> <b>Class starts at 5:30pm</b>	<i>Intro to the Logical Investigations</i> (whole) * Recommended: Dodd - Expression, Ideality, and the Ego * Background (read only if you wish to write on this subject): <a href="#">Phenomenology of Munich and Göttingen Circles</a>
9/21	<a href="#">Critique of Psychologism</a>	Canvas Library * Frank - Russian Preface * Husserl-1900 - On the Psychological Grounding of Logic (p. 146-47) <i>Logical Investigations</i> * Vol: I: 1 - 6 (pages 1-74)
9/28	The Idea of a Pure Logic	Vol. I: 7 - 11 (pages 75-161) * Recommended: Dahlstrom/Hartimo - Husserl's <i>Prolegomena</i>
10/5	Expression and Meaning	Vol. II-1: 1. L.I. (whole) (pages 165-233) * Recommended: Dahlatrom/Benoist - Husserl's Theory of Meaning
10/7	<b>First Short Paper Due to Professor</b>	
10/12	Class discussion without professor. (IAEP Conference)	Canvas Library: * Natorp * Ingarden-Szylewicz
10/19 Midpoint of semester		
10/19	The Ideal Unity of the Species & the New Theory of Abstraction	Vol .II-1: 2. L.I. (whole) (pages 237-313) * Recommended: Dahlstrom/Soffer - Language and the Formation of General Concepts
10/26	On the Doctrine of Wholes and Parts	Vol. II-1: 3. L.I. (whole) (pages 3-45) * Recommended: Sokolowski - Logic of Parts and Wholes * Recommended: Dahlstrom/Drummond - Husserl's Third Logical Investigation
10/26	The Difference of Independent and non-Independent Meanings & the Idea of Pure Grammar	Vol. II-1: 4. L.I. (whole) (pages 49-76) * Recommended: Dahlstrom/Ortiz Hill - Incomplete Symbols
11/6	<i>Colloquium: <a href="#">Adam Konopka</a> (Xavier) on Husserl's Doctrine of Whole and Parts</i>	
11/6 Last day to withdraw		
11/2	On Intentional Experiences and their "Contents" I	Vol. II-1: 5. L.I. - chaps. 01-02 (pages 79-127)
11/9	On Intentional Experiences and their "Contents" II <b>Class starts at 5:30pm</b>	Vol. II-1: 5. L.I. - chaps. 03-06 (pages 128-176) * Recommended: Dahlstrom/Cobb-Stevens - Husserl's Fifth Logical Investigation
11/16	Objectifying Intentions and their Fulfilments	Vol. II-2: 6. L.I. - Intro

		Vol. II-2: 6. L.I. - chaps. 01-02 (pages 177-225)
<i>11/25-26 Thanksgiving break</i>		
11/23	Objectifying Intentions and their Fulfilments	Vol. II-2: 6. L.I. - chaps. 03-05 (pages 226-267)
11/30	Sense and Understanding	Vol. II-2: 6. L.I. - chaps. 06-09 (pages 271-334) * Recommended: Dahlstrom/Sokolowski - Husserl's Sixth Logical Investigation
12/7	Appendix	Vol. II-2: 6. L.I. - Appendix (pages 335-348) * Recommended: Dahlstrom/de Warren - The Rediscovery of Immanence
<i>12/11 Last day of classes</i>		
12/??	Bluegrass Phenomenology Circle Meeting <b>(cannot meet on Monday, 12/14)</b>	