

RSOC.174: **Modern Jewish Philosophy:** Between Athens and Jerusalem
Fall, 2017 [Fulfills Core RTC 3 in Religious Studies]

Class Times: Sec.1 Tues-Thur: 12:10-1:50 Sec.2 Tues-Thur: 3:50—5:30

Prof. Akiba Lerner ALerner@SCU.edu

Office Hours: Tues, 2:10—3:10, Thur, 2:10—3:10, Off: Kenna, 300G

Course Description:

This course provides an overview of the major ideas, thinkers, and themes that have defined modern Jewish thought and history from the Enlightenment to our contemporary era. This course focuses on the themes of Reason versus Faith [sometimes referred to as the conflict between *Athens* versus *Jerusalem*], Redemptive Hope, Jewish-Christian Dialogue, Political Philosophy and Theology, Universalism and Particularism, Autonomy, Subjectivity, Secularism, Nationalism, Mysticism, Post-Modernism, Freedom and Feminism. Modern Jewish philosophy, however, can only be understood within the general context of modern philosophy. Consequently, this course will also focus on the role modern Jewish intellectuals have had in both shaping—and being shaped by—the larger philosophical debates of their time. We will explore how these intellectuals are united and divided by their visions of hope for achieving human liberation. We will consider, finally, how modern Jewish thought might contribute to contemporary debates over the role of technology in enhancing and undermining communication within society.

Prerequisites: Students must have completed both RTC.1 and 2 level courses in the Religious Studies Department. Intermediate level course (SCTR 20-99, TESP 20-99, or RSOC 20-99) or another course approved as fulfilling the intermediate level Core requirement in Religious Studies and completion of 88 quarter units. Unless these prerequisites are met a student will be removed from the roster by the registrars office. [Some knowledge of philosophy is also recommended]

Assigned Texts:

1. Martin Buber, *I and Thou* [W. Kaufmann translation] [ISBN: 0-684-71725-5]
2. Akiba Lerner, *Redemptive Hope: From the Age of Enlightenment to the Age of Obama* (Fordham University Press, 2015) [Paperback, ISBN: 9780823267927]
3. Eric Fromm, *Escape From Freedom*, (Holt Paperback, 1994)
[ISBN-10: 0805031499 ISBN-13: 978-0805031492]

Recommended Reading:

Norbert Samuelson, *An Introduction To Modern Jewish Philosophy* [State Univ of New York Pr (April 1989) ISBN-10: 0887069592 ISBN-13: 978-0887069598

Learning Goals and Objectives for level 3 Core Class: Religion, Theology & Culture 3

- Goals: Critical Thinking, Ethical Reasoning, Religious Reflection, Perspective
- Objectives: Students will...
 - 3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions. (Critical Thinking, Ethical Reasoning; Perspective)
 - 3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (Critical Thinking; Religious Reflection)

Course Requirements and Policies:

Class participation: This course is structured on a combination of lectures, seminar style class discussions, and student presentations. Class is mandatory and attendance will be noted. Missing 4 or more classes will automatically result in a reduction of the final grade [i.e. from B+ to B]. This class cannot be passed if a student misses 7 or more classes, regardless of the circumstances. Students are expected to demonstrate their understanding of the material and mastery of the ideas and terms provided through lecture and the readings by actively engaging in discussions, presenting on the material, asking questions, and participating in small group exercises and assignments. Class attendance is a necessary prerequisite for intellectual engagement, but is not sufficient for counting as class participation. [i.e. simply showing up to class will not help the student's grade, but not coming to class, however, will adversely impact the final grade]. Student's class participation grade will mostly depend on their ability to engage in thoughtful conversations on the course material and assignments, and on how they conduct themselves with reference to their peers and the professor. Students are expected to have completed the assigned readings before coming to each class. Students are expected to bring the assigned materials to every class having underlined key phrases and/or sentences. Students are expected to cite the assigned texts during discussion. Students should not assume that lectures are solely devoted to summarizing the reading. Lectures are primarily devoted to weaving together the assigned readings and general themes from this course. Class discussion only works if each student takes responsibility for having completed the reading, taking time to reflect on readings and comes to class

ready to be called on and contribute. If a student misses the first day of class they will likely be cut from the class, and their position in the class may be given to another student. [19% of final grade]

Weekly Questions and Discussion: The professor will send out a list of questions, quotes, and terms to guide students through the assigned readings and class discussions. Drawing on the questions provided, students will be randomly called on to answer questions regarding the assigned readings and lectures. Through the answers they provide to these questions, and through discussion of the course texts and topics, students will further develop critical thinking and ethical reasoning. Further details on class participation expectations will be elaborated upon during the first week of class.

Reading Reflections: Students are required to submit via email a short “**reading reflection**” on the assigned readings in which they cover the following:

1) No less than 2, no more than 5 sentences stating what they think are the most important points from the reading and what they found most interesting.

[At least one quote from the assigned readings must be provided as evidence.]

2) 2-5 sentences on a point or topic they agree with in the text and wish to discuss in class. [At least one quote from the assigned readings must be provided as evidence.]

3) 2-5 sentences on a point or topic they disagree with in the text and wish to discuss in class. [At least one quote from the assigned readings must be provided as evidence.] Students should come to class ready to discuss their “reading reflections” in each class. Reading reflections should be no longer than a page.

[There will be a total of 8 RR. The RR are due at 9am on the days assigned, see syllabus for more details. If a RR is turned in after 9am, it will only get half credit. No credit given if not turned within a 24 hr period. Responses will be graded pass/no pass. The written component of all the “Reading Responses” together counts towards 6% of final grade. Discussion of RR falls separately under the class participation grade. Each reading response should include the following in the subject line of the email: RSOC.174 and then the number of the Reading Response, i.e. RSOC.174 Reading Response 1]

[Fulfills LG 1 and 3]

[Further details elaborated upon in class]

Final Research Projects:

Final Paper: Through consultation with the professor over the course of the quarter students are required to draw on the topics and readings from this course in order to apply them to “open-ended questions facing contemporary society.” Students are encouraged to draw on their backgrounds and identity commitments in order to construct a final paper topic that most engages their critical, ethical, and intellectual interests. In their final papers students will be required to “identify diverse perspectives and evaluate ethical positions on

contemporary questions.” For example, students are encouraged to engage in media analysis in which they choose a controversial topic covered in a respected contemporary media source as a way to bring the religious thinkers covered in this course into conversation with contemporary issues. For their final projects students are required to incorporate at least **6** different thinkers and separate texts assigned in the course. Consent from the professor is required for final paper projects [see syllabus for due date]. Students are encouraged to arrange a visit with the professor during office hours to discuss their final paper. Further details and guidelines will be elaborated upon in class.

[Fulfills Core Objective: 3.1 and 3.2] [Final Paper=50% of total class grade]

Final Presentation: Students are expected to present and lead a short discussion on their final project to the class. In their presentations students will identify diverse perspectives, evaluate ethical positions, and critically reflect on religious and philosophical ideas in relationship to their own convictions. Guidelines and details provided in a handout and discussed in class.

[Presentation=15% of total class grade]

Deadline for Final Writing Projects: **Friday, December 8th** no later than **5pm**. The final paper should be emailed to the professor via “word” document attachment. A student cannot pass the class unless they have turned in their final essay on time. [Late papers will be reduced a full grade for every 24hr period not turned in. All grades are final and nonnegotiable unless for clerical error].

Format for writing assignments: Paper assignments should be double-spaced, 12 font text, 1 inch margins including a proper title page that states the students name, class number and title, section number, date, and the professor’s name.

Campus Events/Lectures: Students will also be given an opportunity to earn extra credit points by attending and reporting on select events/lectures during the quarter. In order to receive extra credit for talks or lectures approved by the professor, students are allowed to write a **two** page paper [following the standard format for all written work turned into the professor] in which they are required to both summarize the main points of the talk, and connect the content of the talk with at least **three** separate texts/thinkers from the assigned readings. [Essays on talks will be graded on a scale of 1-5. Each essay is worth 0.25 of final grade.]

Grading and Evaluation: Each assignment is an opportunity for the students to work and earn points towards their final grade. The professor will be as explicit as possible about the expectations and how to earn a superior grade on any given assignment, but simply completing the work to the letter of the assignment will

not guarantee a student a superior grade. Earning a superior grade depends on the student's ability to combine ideas and information from texts, lectures and, most importantly, critical thinking within their own work. The challenge, of course, is for students to translate ideas into conversations and writing that is intelligible to the professor. Excellence is the ultimate aspiration for all assignments, demonstrating competence will allow students to merely pass.

Grading Structure: A=100-95, A-=94-90, B+=89-87, B=86-83, B-=82-80, C+=79-77, C=76-73, C-=72-70, D=69-60, F=below 60

Feedback on course assignments: Students will receive feedback on their work through a combination of written grades, comments, and conversations. Final grades are non-negotiable or changeable except in the case of clerical error. All additional requirements and expectations will be elaborated on in class.

Academic Integrity, Technology, Mindfulness, and Classroom Decorum: **Students cannot engage electronic devices in class unless given permission from the professor!** We will collectively create a safe and dynamic space in which each student will be expected to share his/her insights into the texts, ideas, and traditions covered, while retaining a respectful openness to the opinions and identity commitments of the other students in the class. It is important to demonstrate your respect for both the instructor and your fellow peers by reframing from using technological devices unless authorized by the professor. It is also important to develop greater concentration, appreciation, and awareness by engaging in a learning process that is not solely dependent on external technological stimulation. The classroom will be a sanctuary from the distractions and social alienation sometimes caused by an overuse of technological devices. Reducing technological distractions will also increase the possibility of students taking more responsibility for the learning process by allowing new ideas to become part of their consciousness. In order to foster this greater state of "mindfulness," students are additionally expected to demonstrate their "presence" during class by reframing from distracting activities such as texting, having un-authorized side conversations, side jokes (unless really funny and shared with the class), and/or engaging in other disruptive behavior like coming into the classroom late or packing up before the class has ended. Any disruptive behavior can affect the final class participation grade. All texting should take place outside the classroom. The classroom is a "sanctuary" for engaging ideas, texts, and creating discussion. If you are caught using any form of technology (i.e. computer, answering phones, texting, etc.) your final grade may be affected. Additionally, students should reframe from leaving in the middle of class, even for the bathroom, unless absolutely necessary.

Office Hours and E-mails: I encourage all students to visit me during my office hours. E-mails should be thoughtful, concise, and begin with "Dear Prof. Lerner." Emails are fine for small matters of clarification, but for issues of greater

length I would rather meet during office hours. Students should feel free to contact me to set up an alternative appointment if they have a serious conflict with my designated offices hours. When sending e-mail to the professor students should include the course number in the "subject" title section. [i.e. RSOC.174]

Disability Accommodations:

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Title IX Syllabus Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com/http://stage-www.scu.edu/hr/quick-links/ethics-point/

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Reporting Practices

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus

Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Academic Integrity

Academic Honesty: Plagiarism or academic dishonesty in any form (as described in the Student Conduct Code) will result in a failed grade for the project, and possibly for the course. All allegations of academic dishonesty will be reported to the department chair and Office of Student Life. For a full presentation of University policies concerning plagiarism, see: <http://scu.edu/studentlife/resources/upload/Academic-Integrity-brochure-2014.pdf>

In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and online sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

A student caught plagiarizing cannot pass the course and their case will be turned over to proper academic authorities within the University. Additionally, all integrity and policy standards already laid out in the University bulletin apply. (For further see www.scu.edu/studentlife/resources/academicintegrity)

*The **Academic Integrity pledge** is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:*

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Week I: Introduction To Modern Jewish Philosophy:

1. Class [9/19] The relationship between Jews, Judaism, and Jewish Philosophy

[Handouts: "What is Judaism"? historical and intellectual overview of Jews, Judaism, and Jewish Thought]

[All assigned readings that are not assigned books can be found on Camino]

2. Class [9/21] *Review of Quotes from Handout and Class Discussion*

[Rosh Hashanah: Jewish New Years]

Assigned Readings: Akiba Lerner, Redemptive Hope: From the Age of Enlightenment to the Age of Obama

[Selections: Introduction, chap.1 Redemptive Hope and the Cunning of History]

Week II The Redemptive Hope of Dialogic Encounter

3. Class [9/26] *Assigned Readings:*

Martin **Buber**, *I and Thou* (1922) [First, Second Part]

Akiba Lerner, *Redemptive Hope* [Selection: chap 2, Revival of Messianic Hope]

[1 **Reading Response** due no later than 9 am]

4. Class [9/28] *Assigned Readings:*

Martin **Buber**, *I and Thou* (1922) [Third Part]

[2 Reading Response due no later than 9 am]

Recommended:

"The Foundation Stone," "Spinoza, Sabbatai Zvi, and the Baal-Shem," [located in *The Origin and Meaning of Hasidism*]

Buber, essays "Plato and Isaiah" [located in *On The Bible*, p.151-159]

Hermann Cohen, "The Social Ideal as Seen by Plato and by the Prophets" in *Reason and Hope* (New York: Norton, 1971), 66-77. [Reader]

Hermann Cohen, "The Messianic Idea" in *Reason and Hope* (New York: Norton, 1971), 122-127. [Reader]

Week III *The Shoah: Extermination of Dialogue*

5. Class [10/3] *Assigned Readings:*

"**Holocaust**," Emil **Fackenheim**, [in *20th Century Jewish Religious Thought*, Edited by A Cohen, P Mendes-Flohr, (JPS, 2009)]

Part 7. **THE HOLOCAUST**, [read the entire section] chap.294 **Theodicy** [located in Rabbi J. Telushkin's *Jewish Literacy*,

Film: God on Trial (2008) [BBC/WGBH Boston—television play written by Frank Boyce, Directed by Andy de Emmony] [90 min]

6. Class [10/5] *Assigned Readings:* Emil **Fackenheim**, "**The Commandment To Hope: A Response to Contemporary Jewish Experience**," in *The Future of Hope: Essays by Bloch, Fackenheim, Moltman, Metz, Capps*. Edited by Walter Capps, 68-91

Akiba Lerner, *Redemptive Hope*

[Selection: chap 3, "The God of Exodus and the School of Hope"]

[3 Reading Response due no later than 9 am]

Recommended Reading:

"Theodicy," Byron Sherwin, [in *20th Century Jewish Religious Thought*, Edited by A Cohen, P Mendes-Flohr, (JPS, 2009)]

"Hope—After Auschwitz And Hiroshima?"

Panel Discussion: Emil Fackenheim, Johannes Metz, Jurgen Moltmann, Walter Capps [located in *The Future of Hope: Essays by Bloch, Fackenheim, Moltman, Metz, Capps*. Edited by Walter Capps, 92-101]

Emil Fackenheim, "Of Last Things: The Messianic Days And The World To Come," [located in *What Is Judaism? An Interpretation For The Present Age*] "Israel and Athens, or to Whom Does Anamnestic Reason Belong?" by Jurgen Habermas [loc in *The Frankfurt School On Religion*, ed. E. Mendieta]

Week IV Inter-Religious Dialogues:

7. Class [10/10] Assigned Readings:

Joseph B. **Soloveitchik**, essay "**Confrontation**" [from *Tradition: A Journal of Orthodox Thought*, 1964, volume 6, #2]

[4 Reading Response due no later than 9 am]

Recommended: David Novak, *Jewish-Christian Dialogue: A Jewish Justification* (1989) "Anti-Judaism and Anti-Semitism," Hyam Maccoby [in *20th Century Jewish Religious Thought*, Edited by A Cohen, P Mendes-Flohr, (JPS, 2009)]

8. Class [10/12] Assigned Reading:

Heschel, [chap] "**No Religion Is An Island**" (1966) [located in *No Religion Is an Island: Abraham Joshua Heschel and Interreligious Dialogue*, editors Harold Kasimow and Byron Sherwin]

[chap] "**What Ecumenism Is**" (1967) [located in *Moral Grandeur And Spiritual Audacity*, Essays edited by Susannah Heschel]

[5 Reading Response due no later than 9 am]

Recommended:

"Carl Stern's Interview with Dr. Heschel" [pp.395-412] in *Moral Grandeur and Spiritual Audacity* (New York: Noonday Press, 1996). [Course Reader]

"The Legacy of Abraham Joshua Heschel" by Robert Erlewine [essay located in *Tikkun*, Fall 2011]

"Ecumenism," Geoffrey Wigoder [in *20th Century Jewish Religious Thought*, Edited by A Cohen, P Mendes-Flohr, (JPS, 2009)]

Heschel, *God in Search of Man* (New York: Noonday Press, 1991).

Week V "Otherness," Feminism, and Liberation

9. Class [10/17] *Assigned Readings:*

"**Feminism**," Susannah Heschel [in *20th Century Jewish Religious Thought*, Edited by A Cohen, P Mendes-Flohr, (JPS, 2009)]

Judith Plaskow, essay "*Standing Again at Sinai: Jewish Memory from a Feminist Perspective*" [located in *Tikkun Magazine*, Vo.1, Num.2]

Edith Wyschogrod, chapter, "**Trends in Postmodern Jewish Philosophy: Contexts of a Conversation**," [located in *Reasoning After Revelation: Dialogues in Postmodern Jewish Philosophy*, ed. Steven Kepnes, Peter Ochs, and Robert Gibbs, pg.123-136]

Levinas: Quotes Handout

[6 Reading Response due no later than 9 am]

Recommended Reading:

"Dependency and Vulnerability: Jewish and Feminist Existentialist Constructions of the Human" by Leora Batnitzky and "Theological Desire: Feminism, Philosophy, and Exegetical Jewish Thought" by Randi Rashkover, "From Eros to Maternity: Love, Death, and "the Feminine" in the Philosophy of Emmanuel Levinas" by Claire Elise Katz

[located in *Women And Gender in Jewish Philosophy* edited by Hava Tirosh-Samuelson]

Emmanuel Levinas, essay "Revelation in the Jewish Tradition" [located in *The Levinas Reader*]

Chap. "Jews versus Greeks" [located in Oliver Leaman's *Jewish Thought: An Introduction*]

10. Class [10/19] [Discussion]

Week VI Technology and (Difficult) Dialogues

11. Class [10/24] Assigned Readings:

Sherry **Turkle**, *Reclaiming Conversation: The Power of Talk in a Digital Age* (Penguin Press, 2015)

Selections: Pages 3-56, 79-81, 177-181, 194-196, 211-225, 247-248, 293-333, 337-341, 358-362

[7 Reading Response due no later than 9 am]

12. Class [10/26] Discussion:

- **Final Paper Outline due in class:** Thesis and 4 Quotes
- Solutions for "reclaiming conversation"?

Week VII Discontents of Freedom, Fascism and the "Authoritarian Personality"

13. Class [10/31] Eric **Fromm**, *Escape From Freedom*, [1941]

[selections:] Chapters I. Freedom—A Psychological Problem?

II. The Emergence of the Individual and the Ambiguity of Freedom

IV. The Two Aspects of Freedom for Modern Man

V. Mechanisms of Escape

VI. Psychology of Nazism

VII. Freedom and Democracy

[8 Reading Response due no later than 9 am]

14. Class [11/2] Eric **Fromm**, *Escape From Freedom*, [1941]

[Discussion]

Recommended Reading:

Eric **Fromm**, "The **Concept of God**" [located in *You Shall Be As Gods: A Radical Interpretation of the Old Testament and its Traditions* (New York: Fawcett Premier, 1969), 17-62. [Camino]

Eric Fromm, "The Prophetic Concept of Peace" [located in *The Dogma of Christ: And Other Essays On Religion, Psychology and Culture*]

Eric Fromm, "Authoritarian Conscience," "Humanistic Conscience" [located in *Man For Himself: An Inquiry Into The Psychology of Ethics* [1947]
William Reich, *The Mass Psychology of Fascism*,
Ernst Bloch, *Atheism in Christianity*

Week VIII, Reason and Revelation: A Tale of Two Cities

15. Class [11/7] *Assigned Reading: Leo Strauss, essay "Jerusalem and Athens"* [1967] [located in *Jewish Philosophy And The Crises of Modernity* pg.377-405]

Recommended Reading:

Leo Strauss, essay "Progress or Return?" [1952]
[Reader: located in *Jewish Philosophy And The Crises of Modernity* pg.87-133]
Peter Minowitz, "Crimes and Controversies: Nihilism from Machiavelli to Woody Allen" [located in *Literature/Film Quarterly*, vol.19, 1991 No.2]

Film: *Crimes and Misdemeanors* (1989) [107 min] Director, Woody Allen

16. Class [11/9] [Discussion/Debate--handout]

Week IX Student Presentations

17. [11/14]—Presentations

18. [11/16]—Presentations

Week X Student Presentations/Final Reflections and Conclusion

19. [11/28]—Presentations

20. [11/30]—Presentations [Concluding Remarks]

Final Writing Projects Due: **Friday, December 8th** no later than **5pm**
Email a copy via "word document" to the professor, alerner@scu.edu. Late papers will be reduced a full grade every 24 hr period past the due date time. A student cannot pass the class unless they submit a final paper. All grades are final and non-negotiable.

[Additional Course Resources located on Camino]