

PHI 3930 (22705, SECTION 3701): HANNAH ARENDT
J. ROTHSCHILD
FALL 2023 SYLLABUS

Course Time and Location: MWF Period 3 (9:35 am – 10:25 am)

If we should have a day where we need to meet on Zoom instead of in person, a link to join virtually will be available on our course website (Canvas, under Zoom Conferences).

Instructor

Jennifer Rothschild, jrothschild@ufl.edu, 352-173-1831

Office Hrs: M 1:00 – 3:00 pm FLO 307

To reserve a time slot during my office hours, use the sign-up sheet on my office door.

During office hours, open time slots are available for drop-ins.

Email me for appointments outside of office hours.

Course Description

In this course we will study the cultural critic, philosopher, political theorist, and sometimes historian Hannah Arendt. Arendt is a complicated thinker, but we will do our best to trace her most important themes through a few of her essays and several of her major books. Such themes include, among others: what it means to be a human being capable of good thought, speech, and action in the world; the place of human beings in the political and social; how we should understand the darkness that comes when human moral and political activity is undermined, slowed, or in some other way fails; what we can learn by mining tradition for historical and philosophical lessons worth considering again in our contemporary political moment. Authority, freedom, revolution, totalitarianism, the Holocaust, hope, labor, activity—no fundamental political concept, triumph, or evil is outside her sphere of concern. We will touch them all, with interest in how we can use her thought to critique our own contemporary situation.

Required Materials

You will need to buy the following books:

1. Arendt, Hannah. *On Revolution*. Penguin. ISBN: 9780143039907
2. Arendt, Hannah. *The Origins of Totalitarianism*. Harcourt. ISBN: 9780156701532
3. Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Penguin. ISBN: 9780143039884
4. Arendt, Hannah. *The Human Condition*. University of Chicago Press. ISBN: 9780226586601
5. Additional readings available on course Canvas website at (<http://lss.at.ufl.edu>)

Students should have hard copies of the assigned reading readily available during class meetings.

Assessment

Excelling in the Course:

To do well in this course you must come to class on time and prepared to engage the assigned material. This includes: keeping current on the reading assignments, having the current reading available to you class, and being aware of the course schedule and activities as discussed in class and posted on the course web page. You are responsible for regularly checking your UF email.

Most people who do well in this course review recent notes quickly before each class begins, and make it to class on time every day. You should plan to begin work well in advance of deadlines. You are welcome to meet with me to discuss upcoming assignments. You should expect to write and revise drafts of your essays.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Distribution of Points:

1. Participation Grade	200 points
2. Quizzes	100 points
3. Short Response Assignments	200 points
4. 2 Papers, 250 Points each (2000 words each)	<u>500 points</u>
Total:	1000 points

Points for all written materials and quizzes will be posted as soon as they are graded, so you will be able to monitor your progress on Canvas. Participation grades will be not be recorded until the end of the semester.

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

If your total number of points for the course falls between two grades in the end, I will round to the nearest mark. X.5 rounds up; for example, 93.5 percent of all points will earn you an A. Any 93 below 93.5 is an A-. UF policy on assigning grade points: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Participation Grade (Including Attendance):

Students must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means having the day's reading in class with you. Your participation grade is based on how prepared you are for class on a regular basis, your willingness to participate by contributing questions and comments while responding to others in a respectful and attentive way, and the quality of your comments. (Note: your participation grade can also be reduced by penalties from unexcused absences. See below.)

To do well, you should demonstrate consistent, high-quality participation. *High-quality* contributions to discussion are *informed* (i.e., show evidence of having done assigned work), *thoughtful* (i.e., show evidence of having understood and considered issues raised in readings and other discussions), and *considerate* (e.g., take the perspectives of others into account).

Your participation grade is determined in accordance with the following rubric.

Grade	Criteria
A	1. Student makes consistent, high quality contributions to class discussion. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over. 3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.
B	1. Student is often an active participant in class discussion whose contributions are sometimes of high quality. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over. 3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.
C	1. Student is an active listener of class discussion but is mostly silent. 2. Student is present and ready when class begins, remains alert and focused on the class discussion the entire period, keeps electronic devices silenced and off the desktop, and only begins packing belongings when class is over. 3. Student has brought a copy of all relevant course materials to class (e.g., current reading, handouts) and consults them as appropriate.
D	1. Student is disruptive of class space or conversation, either actively or passively. 2. Student is disrespectful of other students or instructors.
E	1. Student fails to participate in any non-trivial way.

Attendance is mandatory. Much of what you learn in this class turns on participating in serious discussions, and you cannot benefit from those unless you are here.

Attendance is not figured into the grade as a separate factor, though absences can bring penalties by bringing down your participation grade. You are allowed four “free” unexcused absences over the course of the semester—no questions asked, no penalty. Unexcused absences after your fourth and until your ninth will cost you 20 points apiece (2% of your overall grade each). At ten unexcused absences, your attendance and participation grade becomes a zero. If you are absent for an excused reason, you will not lose any points and the absence will not exhaust one of your free absences. In most cases you need documentation of the excuse (see below). Excused absences are typically limited to the following cases:

Issue	Documentation needed
Mental or physical health	Note from a medical professional or from the Dean of Students within one week of absence, including the date(s) you are unable to attend class/work—no private medical information should be included in this; alternatively, if the STP system lists you as “not cleared for campus” you are automatically excused from class
Personal, e.g., death in the family	Note from the office of the Dean of Students
(Some) UF activities	Notes must come from the activity supervisor, such as a coach, prior to the day of absence. Regular activities absences will lead to make-up assignments.
Religious observances	None required. Please talk to us at the beginning of the semester about this.

All other absences are typically unexcused, including some very good reasons to miss a class, like career or family events. I support your interest in these things, and understand why you might prioritize them over class, but that does not make them excused absences. If you think you have an exceptional case, contact me and we will discuss it.

Quizzes:

We will have unannounced quizzes in order to assess preparedness and comprehension of recent material. Quizzes will take place in class, usually at the beginning of class. I will distribute question(s) to you and allow 5-10 minutes to discuss answers in small groups, followed by 10 minutes to write out your own answers. No late quizzes will be accepted unless your absence from class is an excused absence.

Short Response Assignments:

This course will have short assignments due over the course of the semester to assess comprehension and thoughtfulness about recent material. You will have a prompt to work with for these, and will be asked to come up with a clear, concise, and contentful answer to the question, followed by some evaluation of your answer. You will typically have 4-5 days following class discussion on a reading assignment to produce your response.

Two Papers:

This course will have two papers of 2000 words each, once corresponding to the Eichmann text and one on some aspect of the material following Eichmann. For the second paper you will have the choice to extend your first paper or to write a stand-alone piece.

The paper must be typed, double-spaced with one-inch margins, page numbers, and 12-point Times New Roman font. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title and staple your essays.

No outside sources, including other books, articles, web sources, and so on, should appear in your written work for this course. All you need is the following: the texts for the course, the conversations we have in class, and some careful thinking, writing, and revising.

The paper is to be uploaded onto the course's e-learning site in Canvas. The papers will be graded electronically, and returned to you electronically.

I will consider allowing you to turn in a paper late without penalty only if you have a valid, unforeseeable, and documented reason for doing so. If you turn in the paper without a valid or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days!) for up to seven days. One week past the deadline, the paper becomes a zero. Computer errors (including disk, printer, or e-mail problems) are not acceptable excuses for late work.

Papers are graded in accordance with the following rubric.

Grade	Criteria
A	<ol style="list-style-type: none"> 1. The paper responds to the topic question and reflects a command of the relevant texts and material. 2. The paper identifies relevant issues and the thesis makes a significant and debatable claim. 3. The argumentative line of the paper is fully intact, flowing without gaps and without redundancy/irrelevant material. 4. The structure of the paper is easy to discern and the content easy to follow. 5. Paragraphs make a point with clear topic sentences governing them. 6. The paper effectively engages objections and replies that make the line of argument stronger. 7. There are few if any mechanical errors.
B	<ol style="list-style-type: none"> 1. The paper responds to the topic question and reflects competence with relevant texts and material. 2. The paper identifies relevant issues and the thesis makes a significant and clear claim. 3. The argumentative line of the paper is mostly intact; hitches in flow are not obstacles to understanding, and gaps in presentation / irrelevant material do not make it difficult to discern the argument. 4. The structure of the paper is easy to discern. 5. Most paragraphs make a point with clear topic sentences governing them. 6. The paper engages objections and replies in line with the overall argument. 7. There are some mechanical errors but not enough to make them distracting for the reader.
C	<ol style="list-style-type: none"> 1. The paper responds to the topic question & mostly reflects competence with relevant texts/material. 2. The paper identifies relevant issues and the thesis makes a reasonable and clear claim. 3. The argumentative line of the paper is discernible, even if the presentation includes gaps and irrelevant material or the flow is somewhat choppy. 4. The structure of the paper can be discerned, even if it is not easy to discern. 5. The paper attempts objections and replies, but does not support them well or use them to great effect in service of the larger argument. 6. There are enough mechanical errors to be distracting for the reader.
D	<ol style="list-style-type: none"> 1. The paper responds to the topic question but does not reflect a command of the relevant texts and material. Alternatively, the paper is missing responses to key parts of the paper topic. 2. The paper does not identify relevant issues and the thesis is unclear or inappropriately weak or inappropriately strong. 3. The argumentative line is hard to discern. 4. The structure of the paper is minimal. 5. There are enough mechanical errors to be distracting for the reader.
E	<ol style="list-style-type: none"> 1. The paper does not respond to the topic question and does not reflect a command of the relevant texts and material. 2. The paper lacks a definite thesis or has one that is unclear or inappropriate. 3. There is no definite argument to be found. 4. There is no structure to be found. 5. There are enough mechanical errors to be distracting for the reader.

Course Policies and Student Resources

Accessibility:

Meeting. I encourage you to come see me, in office hours if possible.

Email. Please email if you have administrative questions your syllabus and other documents cannot answer, if you want to arrange a meeting, or if you need to inform us of relevant difficulties on your end. If you have substantive philosophical questions, email is not the best place for these; please come visit us in office hours so that we can have a better conversation.

Electronic devices:

Electronic devices—including phones, computers, tablets, and recording devices—should be silenced, and you will need to suspend interaction with them during class. This means you will need to bring a hard copy of your reading and a way to take notes, as you won't be able to use your devices to facilitate in-class activity.

Students are allowed by law to record video or audio of class lectures. If you choose to do this, please set up recording prior to class start time. The purposes for which these recordings may be used are strictly controlled. A student who circulates a recording, even to another student in the course, without written consent of the instructor may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Working together:

You are encouraged to talk to one another outside of class about philosophy and about this course as much as possible. This includes discussion of paper topics, and it includes reading drafts of one another's work. If you do work together, please be mindful of the following:

(1) Your final product must be your own original work, and not a repetition of another course member's ideas or essay. (Exception: assignments designed to allow for group submissions.)

(2) Each essay must be a piece of written thinking in itself. Sometimes conversation in advance of writing can make you feel like the conclusions of that conversation are now established, such that you can now talk about them by stating them (or assuming, or implying). But your essays need to "show your work"—if the argument is not explicitly on the page, you haven't made the argument. We need to see the important pieces of reasoning.

(3) You must be willing to endorse what ends up in your paper. Beware of letting others persuade you to go in the wrong direction. You are ultimately responsible for both the understandings and misunderstandings in the papers you submit.

Class Demeanor:

Students are expected to arrive to class on time and give the class your full attention the entire class period. Conversations that do not contribute to the discussion should be kept to a minimum.

Philosophy is sometimes mistakenly understood to be a combative exercise. That style does not impress me at all. I encourage you to direct your first effort toward trying to understand and develop both the contributions of the authors we read and the contributions of others in the class. Where those are limited, of course, good philosophy also happens when you (respectfully) disagree, note tensions, make distinctions, reshape the question, and so on. Students who repeatedly act aggressively, in ways which attempt to incite unnecessary conflict or to dominate the discussion and/or other people, will receive a zero for participation and may be asked to leave the classroom.

Academic Honesty:

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of "E" for the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

Students Requiring Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

PHI 3930: Arendt (J. Rothschild)
Schedule of Readings and Assignments

DATE	READING
------	---------

Week 1

W, Aug 23	Introduction
F, Aug 25	On Humanity in Dark Times: Thoughts about Lessing,” <i>Men in Dark Times</i> , pp. 3-31

Week 2

M, Aug 28	continued
W, Aug 30	<i>Eichmann in Jerusalem: A Report on the Banality of Evil</i> , Chs. I-III, pp. 3-55
F, Sept 1	continued

Week 3

M, Sept 4	No class—holiday
W, Sept 6	<i>Eichmann in Jerusalem</i> , Chs. IV-VIII, pp. 56-150
F, Sept 8	continued

Week 4

M, Sept 11	<i>Eichmann in Jerusalem</i> , Chs. IX-XIII, pp. 151-219
W, Sept 13	continued
F, Sept 15	<i>Eichmann in Jerusalem</i> , Chs. XIV-XV, pp. 220-end

Week 5

M, Sept 18	“What is Authority?” <i>Between Past and Future</i> , Ch. 3, pp. 91-141 “What is Freedom?” <i>Between Past and Future</i> , Ch. 4, pp. 143-171
W, Sept 20	continued
F, Sept 22	continued

EICHMANN PAPERS DUE ON CANVAS – SUNDAY, SEPT 24 BY 11:59 PM

Week 6

M, Sept 25	<i>On Revolution</i> , Introduction and Chs. 1-2, pp. 11-114
W, Sept 27	continued
F, Sept 29	<i>On Revolution</i> , Ch. 3, pp. 115-140

Week 7

M, Oct 2	<i>On Revolution</i> , Chs. 4-5, pp. 141-214
W, Oct 4	continued
F, Oct 6	No class – holiday

Week 8

M, Oct 9	<i>The Origins of Totalitarianism</i> , Part One: Antisemitism, Ch. 1, 3-4, pp. 3-10, 54-120; Part Two: Imperialism, Ch 5, pp. 123-157
W, Oct 11	continued
F, Oct 13	continued

Week 9

M, Oct 16	<i>The Origins of Totalitarianism</i> , Part Two: Imperialism, Ch 6-9, pp. 158-302
W, Oct 18	continued
F, Oct 20	continued

Week 10

M, Oct 23	<i>The Origins of Totalitarianism</i> , Part Three: Totalitarianism, Ch. 10-12 , pp. 305-318, 326-388, 392-415, 435-459
W, Oct 25	continued
F, Oct 27	continued

Week 11

M, Oct 30	<i>The Human Condition</i> , Prologue, I-II, pp. 1-78
W, Nov 1	continued
F, Nov 3	Continued

Week 12

M, Nov 6	<i>The Human Condition</i> , III-IV, pp. 79-174
W, Nov 8	Continued
F, Nov 10	No class – holiday

Week 13

M, Nov 13	<i>The Human Condition</i> , V, pp. 175-247
W, Nov 15	continued
F, Nov 17	continued

Week 14

M, Nov 20	Overflow day
W, Nov 22	No class – holiday
F, Nov 24	No class – holiday

Week 15

M, Nov 27	<i>The Human Condition</i> , VI, pp. 248-325
W, Nov 29	continued
F, Dec 1	continued

Week 16

M, Dec 4	Final Paper Writing Workshop
W, Dec 6	Final Paper Writing Workshop

**FINAL PAPERS DUE ON CANVAS – SUNDAY, DEC 10 BY 11:59 PM
NO FINAL EXAM.**