Course Description:
Phenomenology is the study of appearances, the figure against the ground. The world as it appears is ambiguous, indeterminate and open to wonder, and phenomenologists seek to describe it as it comes into appearance in lived experience. Critical phenomenology investigates not only the structures that shape lived experience and the ways we encounter the world, it also critically questions those structures that support appearances. These structures such as heteronormativity, racialization, colonialism, patriarchy and normativity do not generally come into appearance in themselves, even as they shape the relations between people, world and environment that do. Our body schemas, along with the social, cultural and institutional structures supported by the geomateriality of the earth, shape and condition how we experience and understand our everyday experiences and relations. But they are open to change. Critical phenomenology seeks not only to describe and understand the world we live but also to transform it. Intersecting with feminist, Indigenous and eco phenomenologies, as well as critical race theory, queer theory and critical disability studies, this course will take up critical phenomenological works alongside excerpts from the classical phenomenologists they draw on.

Course Objectives
This course will enable students to:
- Develop an understanding of critical phenomenology in the context of phenomenological theorizing
- Understand and apply a critical phenomenological approach
- Recognize some ethical and political issues raised by critical phenomenologists
- Develop critical thinking and writing skills

Course Materials
- Copies of articles will be made available and are also available through the library.
**Evaluation**
Phenomenological analysis (Essay 1) 25% (5-7 pages) due Feb. 14
Final Essay 40% (10-14 pages) due April 27
Participation 15%
Conference presentation 20% (April 3)

**Short essay:** Students will provide either a phenomenological description or a textual analysis. This analysis may be drawn on for the final essay.

**Final essay and Conference Presentation:** Students will develop a critical phenomenological theme that focuses on their individual areas of interest in consultation with the instructor—this theme will be presented to classmates on April 3. Students will present on their theme for 10 minutes and there will be 5 minutes for discussion of each paper. It will then form the basis of the final essay.

**Participation:** participation will be assessed in terms of having read the text, participating in and leading small group discussion, and making appropriate contributions to conversation. Each student will be expected to lead their small group in discussion and report back to the class at least twice throughout the semester depending on class size. Class attendance is mandatory.

**Statement on Academic Offences**
Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
Essays will be submitted through OWL.

**Support Services**
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

**Statement of Recognition**
“Western University is situated on the traditional land of the Anishinaabeg, Haudenaunaue, Lenape and Attawandaron peoples who have longstanding relationships to the region of southwestern Ontario and the City of London. In close proximity to Western, there are 3 local First Nations communities: the Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region of southwestern Ontario, there are 9 First Nations and a growing Indigenous urban population. Western recognizes the significant historical and contemporary
contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America) to the development of Canada.”

Schedule

January 10  Introduction:  What is Critical Phenomenology

January 17  What is at Stake?
   Recommended Readings:

January 24  Spatiality I: Queering Space
2. Merleau-Ponty, Phenomenology of Perception, excerpt from chapter on Space, 253-265.

January 31  Spatiality II: Lived Space

February 7  Trans Phenomena

February 14  Temporality I: Racialized Time
1. Frantz Fanon, excerpt from Black Skin, White Masks
2. Alia Al-Saji, “Too Late: Racialized Time and the Closure of the Past”
February 21  (Reading Week)

February 28  Temporality II:  Intuition and Collective Continuance

March 6  Perception II: Ethical Intersubjectivity and Flesh
1. Merleau-Ponty, “The Intertwining—The Chiasm,” in The Visible and the Invisible, 130-155. We will focus on specific pages.

March 13  Bare Life

March 20  Perception I: Perceiving, Thinking
2. Merleau-Ponty, Phenomenology, excerpt from chapter on Sensing

March 27  Agency II: Freedom and Resistance  Note:  class begins at 9:30am
1. Linda Martín Alcoff, chapter from Rape and Resistance (2018).

April 3  Conference Day