

Danish University Colleges

## Kosmopolitiske indikationer

### Om Løgstrups og Lévinas' spørgsmål til subjektet og forsvar for etikken

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# Cosmopolitan indications

## Løgstrup's and Lévinas' questions to the Subject and the dependence of ethics

### Abstract

The point of departure for this thesis is the complex of subjectivity. From the source of the complex - as being a notion, that rests on the ground of philosophy - the Master thesis discusses and analyses the ethical and educational consequences of the notion.

The validity of the Master thesis is being content by a cogent argumentation, a consistent interpretation, with an adequate argumentation and discussion of the complexity. It is therefore not claimed that the ethical and educational perspectives of the thesis are provable true, but it is claimed that the perspectives can be the foundation of a pre-ethical discussion. This pre-ethical discussion has to be maintained continuously in a dynamic and normative discussion of the theory of education and pedagogy.

The Master thesis discusses thoroughly the thoughts of the phenomenologists Løgstrup and Lévinas. They both deal with the complex of subjectivity. Their claim is that modern humanity believe that, the acknowledgement and the relation to human existence depend on the subject itself. A believe they take for granted. Løgstrup and Lévinas both consider it as an illusion to think it is possible for the subject to depend on its self: Løgstrup claims on one hand that it is caused by the psychology of consciousness and Lévinas claims on the other hand that it is caused by the empirical rationality.

The fact, that the absolute importance of the human being is metaphysical given, raise essential questions to educational and pedagogical issues - or more specifically, education and pedagogy as ethics. The Master thesis argues for the fact that indicates the postulate, that the ethical perspectives, which Løgstrup and Lévinas offers, will change the foundation of the educational and pedagogical issues. Distinctly it appears that the philosophical grounded

observation of the complex of subjectivity shows that, in accordance to the human acknowledgement and education, in which focus only points to the empirical psychology, scientific and positivistic methods, by no means are adequate. It is therefore an unavoidable human condition that, the absolute importance of the human being comes from the outside of the subject. This postulate represents a vertical position in relation to the empirical horizontal perspective. It is a condition, in which this Master thesis furthermore claims to have influence on modern educational and pedagogical theory, and which furthermore will raise critical questions to the kind of educational and pedagogical thinking that is founded on research, which goal only is to prove the evidence of their results.

On this behalf, the question that concerns how the modern human being ought to deal with its existence as a subject, has a decisive influence on the human being, to be able to be human in an existential way, and is therefore the fundamental thesis of the Master thesis.

At first, the Master thesis discuss the fundamental condition and complexity of human existence, in an ethical and educational perspective, with the complex of the subjectivity as a starting point.

This will furthermore found the second thesis of the Master thesis, which indicates the existence of coherence between the complex of subjectivity and educational and pedagogical issues. Therefore the Master thesis at second, argues for a distinct philosophical viewing point on the complex of subjectivity, which will point to essential perspectives according to educational and pedagogical thinking in the 21st century.

Mette Rold/September 2010