



Welcome to the Website
of

Philosophy 560,
19th Century
Continental Philosophy,
THE AGE OF HISTORY

Spring Semester 2005,
University of Kansas

Dr. Christian Lotz

Tentative Schedule (last UPDATE: February 8, 2005)

Number	Date	Topic	Reading	Information	Oral Presentations	General Assignments
1	Jan 20	Intro	Intro			
ABSOLUTE METAPHYSICS: HEGEL						
2	25	Introduction to Hegel: Abstraction, Recognition, Outline of H's System	Who thinks abstractly?, On Love (copy), Earliest System Fragment, Two Fragments on the Ideal of Social Life (copy)			
3	27	Thinking, Reason, Reality, Hegel's System	Encyclopaedia, Introduction, §§1-18			
4	Feb 1	Thinking, Reason, Reality, Hegel's System	Encyclopaedia, Introduction, §§1-18			
5	3	Truth, Freedom, Thinking	Encyclopaedia, §§19-36			
6	8	Hegel's Critique of Metaphysics	Encyclopaedia, §§19-36			
7	10	Hegel's Critique of Empiricism	Encyclopaedia, §§37-60			
8	15	no class	no class	no class	no class	no class
9	17	Hegel's Critique of Idealism and Transcendental Philosophy (Kant)	Encyclopaedia, §§61-83			
10	22	Hegel's Critique of Immediacy (Jacobi, Fichte, Schelling), Function of H's Logic	Encyclopaedia, §§61-83			
11	24	no class	no class	no class	no class	no class

12	Mar 1	Subject and Substance, Truth, Outline of H's Phenomenology	Phenomenology (1807), Preface, #14-28 (Miller)
13	3	Cognition and Consciousness	Phenomenology (1807), Introduction, #73-89 (Miller)
14	8	Cognition and Consciousness	Phenomenology (1807), chapter IV, #166-168 (Rauch)
15	10	Self-Consciousness and Certainty	Phenomenology (1807), chapter IV, #172-178 (Rauch)
16	15	Master-Slave Dialectic, Universality, Culture	Phenomenology (1807), chapter IV, #178-196 (Rauch)

17 17 exam I exam I exam I exam I exam I

HISTORY I: MARX

18	22	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
19	24	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
20	29	Marx critique of Hegel	Marx, Selected Writings, pp. 32-43; 104-118, 150-158			
21	31	Marx critique of Hegel	Marx, Selected Writings, pp. 32-43; 104-118, 150-158		1 Mat, Jeff	
22	Apr 5	The Role of Labor	Marx, Selected Writings, pp. 83-95, 118-122		2 Jennifer, Veronica	
23	7	History	Marx, Selected Writings, pp. 175-209		3 Gerhard, Patrick	

HISTORY II: DILTHEY

24	12	no class	no class	no class	no class	Read <i>The Formation of the Historical World</i> , pp. 101-168, especially 101-114 and 139-168
25	14	Human Sciences	The Formation of the Historical World, pp. 169-212		4 Danielle, Bryce	
26	19	Understanding	The Formation of the Historical World, pp. 213-248		5 Jonathan, Kyle	
27	21	Categories of Life	The Formation of the Historical World, pp. 248-270		6 Aadil, Erin	
28	26	Categories of Life	The Formation of the Historical World, pp. 248-270			

HISTORY III: NIETZSCHE

29	28	History and Life	Unfashionable Observations, Second Piece, 1-4	7 Trenton, Nathan
30	May 3	History and Life	Unfashionable Observations, Second Piece, 5-7	8 Laura, Ian
31	5	History and Life	Unfashionable Observations, Second Piece, 8-10	9 Joe, Nick
32	10	Language	On Lies and Truths (copy)	10 Ryan, Neil
33	12	exam II	exam II	exam II
			exam II	exam II

Class Meetings:

Days: TTH

Time: 9:30am-10:50am

Place: 123 Fraser

Office:

Phone: 864.2322

Place: Wescoe 3050

Hours: TTH (12-1:30pm), by appointment and by phone

Exceptions: Feb 15, Feb 17, Feb 24**Other Contact:**E-mail: lotz@ku.edu

Home Phone: 620.340.0001 (please do not hesitate to call me, if you do not have time to stop by my office)

WebpageURL: <http://www.people.ku.edu/~lotz/>(Please check the webpage *regularly* for the current schedule)**Box**

You will find my box in Wescoe Hall, 3090 (and in front of my office, Wescoe Hall, 3050)

Course Description:

The emphasis of this course will be on *19th Century European* philosophers who provide the background for modern philosophy. In particular, we will study key ideas in Hegel, Marx, Dilthey, and Nietzsche, and we will pay especial attention to their basic methodological assumptions and general basic conceptions of history. In the first part of the class, we will cover Hegel's system. To do this, we will study selections from Hegel's *Encyclopedia*, his *Philosophy of Right*, as well as the *Phenomenology of Spirit*, especially his conception of "Self-Consciousness," which still determines debates within social philosophy today. In the second part of the class, we will focus on Marx's, Dilthey's and Nietzsche's reactions to Hegel's absolute idealism. To do this, we will discuss selections from Marx's *German Ideology*, Nietzsche's *On Truth and Lies in a Non-moral Sense* (which Nietzsche scholars conceive as the central text for provoking 20th Century interest in Nietzsche's philosophy), Nietzsche's *Second Unfashionable Observation* (on history and life), as well as selections from Dilthey's *The Critique of Historical Reason* (which is a forerunner of 20th century hermeneutics and phenomenology). Because Hegel is probably the most difficult thinker within the history of philosophy, we will devote the whole first part of the class to a clarification of Hegel's philosophy. Moreover, due to this attempt to understand the complexity of Hegel's

thinking, this class will not contain texts from other 19th century thinkers, such as Fichte, Schelling, Schleiermacher, Feuerbach, Kierkegaard, Schopenhauer, Freud, and Frege. The 19th Century was a time of great philosophical development. For a first glimpse at the *historical* network and inner complexity of German thought during the 19th Century, students might consider reading Terry Pinkard, *German Philosophy 1760-1860, The Legacy of Idealism* (Cambridge University Press, 2002), Herbert Marcuse's *Reason and Revolution* (Humanity Books, 1999), or Loewith's *From Hegel to Nietzsche* (Columbia University Press, 1964), as they are good sources for preparation. Graduate students who are interested in 19th and 20th Century European thought are urged to take this class, since it will discuss fundamental philosophical issues that are of importance for 20th Century developments. The absolute focus of this class is studying the primary texts selected for the course, which will require an *intensive* preparation of these texts (especially Hegel).

Texts to be Purchased

- Wilhelm Dilthey: *Selected Works, the Formation of the Historical World in Human Sciences* (Wilhelm Dilthey : Selected Works, Vol 3), ISBN 0691096694, Princeton University Press
- *Hegel's Phenomenology of Self-Consciousness: Text and Commentary* (SUNY Series in Hegelian Studies), by Leo Rauch, State Univ of New York Pr; ISBN: 079144158X
- Hegel, G.W.F., *Phenomenology of Spirit*, by A.V. Miller, A. V. Miller (Translator), J. N. Findlay (Translator), Oxford University Press; ISBN: 0198245971
- Hegel, G.W.F., *The Encyclopedia Logic, Part I of the Encyclopedia of Philosophical Sciences with the Zusätze*, tr. by T.F. Geraets, W.A. Suchting and H.S. Harris, Hackett, ISBN 0872200701
- Hegel, G.W.F. *Elements of the Philosophy of Right*, ed. by Allen W. Wood, Cambridge University Press, ISBN 0521348889
- Nietzsche, Friedrich, *Unfashionable Observations*, ed. and tr. by R. Gray, Stanford: Stanford University Press, ISBN 0804734038
- Karl Marx, *Selected Writings*, Edited by David McLellan, Oxford University Press; ISBN: 0198782659

There will be a course packet with additional copies of the following (very) brief texts.

Fragment on Love (from Knox, Hegel's Theological Writings), Fragment on Love, Who thinks abstractly? (from Stewart, Miscellaneous Writings of GWF Hegel), On Lies and Truth in the Non-Moral Sense (Nietzsche)

Course Organization

The course will be organized such that, ideally, each class period will include [i] "interactive" lecture, [ii] oral presentations (group assignment, active learning part I) or [iii] either discussion time (active learning part II) [iv] or *group* assignments (active learning part III). Students will be asked to [a] study a certain text or part of a text for the next class period and [b] give oral presentations (*group* presentations).

Course Requirements

Oral presentation, two in-class essay exams, daily *intensive* study of primary texts

Class Attendance

I hope and strongly encourage that students attend all classes. However, I will not require attendance, as I think that college students should manage their own class attendance decisions. Nevertheless, please be aware that you should not make *me* responsible for a failure that is a result of *your* decision.

Oral Presentations

a) Handout

The oral presentations must in principle be about the *readings* for class. Every team, which gives a short presentation, must submit (to the class) a *detailed* handout *one class before* the presentation is given, otherwise the team loses points. The handout *must* contain [i] a *two page paper* with *detailed* explanations of *selected* points of your presentation/text *plus* [ii] *one page* with an outline of your presentation/text. A mere outline is *not* sufficient. The handout must be *3 pages* and it should help us to prepare our class sessions. I will mark down every handout that does not include a two page paper.

b) Presentation

The oral presentation assignment is twofold: first give a presentation and then lead into a discussion on the topics of your presentation. The purpose of the assignment is (i) to give you practice in public speaking, (ii) to give you a chance to pick the topics that deserve class time, (iii) to share your research with the whole class and not just me, and (iv) to raise consciousness about the dynamics and difficulties of a good discussion. If past evaluations are any guide, even students who don't enjoy speaking in front of others, or who do so poorly —perhaps especially such students— are glad of the opportunity to practice. The presentation should offer a reading of the text for that day. To offer a reading is to take a stand on what the author is saying, and how the author argues it, not merely to point out the presence of certain themes, to ask certain questions, or to give your own views on the same topics. Your presentation should take up to 15-20 minutes. During this time, you should do all the talking. Wait until you're finished to ask the class questions and lead discussion. Note: do not try to present everything. Choose your issues carefully, and try to explain these in depth. In addition, I am interested in evaluating how you work as a team/group. Oral presentations are group work!

Extra Credit

1. Every student is asked to submit questions, a short summary and a short evaluation of every oral presentation that is given in class. *The presenting group will address selected questions during the first 5-10 minutes of the next class meeting.*

[Click here to download the document for extra credit](#) (Word document, I will only accept answers that are given on this form)

2. Students who actively participate in class will receive additional points at the end of the quarter. Students who do not actively participate in class will *not* lose points. I would like to produce an open class atmosphere, in which every participants can express his/her thoughts freely, that is to say, without judgemental pressure.

In Class Essay Exams

There will be two exams (60 minutes each), in which I will focus on your comprehension. Exam I will ask for an explanation of a quote from Hegel's writings. Exam two will offer three options (Marx, Dilthey, Nietzsche), one of which you choose.

General Remark on Assignments

The handouts of the presentations as well as the extra credit sheets will in and outside of the classroom force us to have *an ongoing reflection* on our texts that we read in class. In addition, the assignments will help to prepare the exam. Reading and studying the primary texts is the absolute focus of this class. If you carefully read the texts, then you will easily master the exam.

Course Evaluation

Students will be evaluated on the basis of:

- 1 oral presentation 25%;
- 1 in-class essay exam on Hegel 45%;

1 in class essay exam on Marx, Dilthey, and Nietzsche 30%;
= 100%

+ 3 (possible) points (6 extra credit sheets)

Note on Studying Primary Texts

I will assign 1-3 *unannounced* tests if I have the impression that you do not study the primary texts. These tests will have the form of pass/fail exams (=10%), that is to say, each will count one grade.

Grading:

A (superior performance): 100 – 90

B (good performance): 89 – 80

C (adequate performance): 79 – 70

D (poor performance): 69 – 60

F: below 60

Grading Criteria

[Click here to see my grading criteria for oral presentations](#) (MS Word document)

[Click here to see my grading criteria for papers](#) (MS Word document)

Plagiarism

In any essay or exam answer submitted for assessment, all passages taken from other people's work must be placed within quotation marks, with specific reference to author, title and page. *No excuse* can be accepted for any failure to do so, nor will inclusion of the source in a bibliography be considered inadequate acknowledgement. If the marker decides that plagiarism has occurred, the student may be judged to have failed the class.

Helpful information about oral presentations, paper writing and plagiarism

[Click here to find help on your presentations and your writing](#)

Online Research Sources

Unfortunately, some people think that the internet as such is a reliable source of information. If you decide to use online sources for additional information or your paper then do not just use one of the common internet search engines, such as Google; rather use **reliable academic** sources, such as Britannica Online ([free access through library!](#)), or the [Stanford Encyclopedia of Philosophy](#). The [Internet Encyclopedia of Philosophy](#) is not very good. Check out KU's [library resources!](#)

Writing Center Information

Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, we call our student writing centers Writer's Roosts. When you visit, bring your work in progress and an idea of what you would like to work on--organization, support, documentation, editing, etc. The Roosts are open in several different locations across campus; check the website at www.writing.ku.edu for current locations and hours. The Roosts welcome both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to writing@ku.edu

[Back to Homepage](#)