History of Philosophy – 19th Century

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Office Hours: T 12-2  
SCH 242

PHIL 312 / CRN 34875  
MW 2-3:20  
221 MCK

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Sections: F 11-11:50 & 2-2:50  
Office Hours: F 12-2  
SCH 221

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F 12-12:50 & 1-1:50  
M&W 1-2  
SCH 158

Course Description:
This course will examine critiques of modernity in three key 19th century figures - Hegel, Marx, and Nietzsche. We will begin by considering Kant’s Copernican Turn crucial for understanding these critiques. Moving beyond German thought, we will critically reflect on Hegel, Marx, and Nietzsche’s texts by considering feminist critiques of modernity in Elizabeth Cady Stanton, Sojourner Truth, Anna Julia Cooper, and Emma Goldman’s work.

Texts to Purchase:
1. Kant, Critique of Pure Reason (Abridged) (Hackett)
2. Karl Marx: Selected Writings
3. Nietzsche, On the Genealogy of Morality (Hackett)

All texts are available at the Duckstore. Materials marked * in the schedule of readings below are available on Canvas.

Course Structure, Requirements, and Policies:
Participation:
Lectures will presuppose familiarity with the text. Coming prepared to discuss the assigned text and participating in class and section discussions are requirements.

Attendance:
You are expected to attend class and discussion sections regularly and promptly. More than 3 absences in lecture and 1 absence in section will result in a failing final grade, unless proof of illness or emergency is provided.

Written Work:
You will be required to hand in 4-page response papers:
1. Discuss and critically evaluate one concept or problem in Hegel’s response to Kant by focusing on one concept or problem of your choice, e.g., move from theory to practice; self-consciousness in relation to life, recognition, struggle; freedom of self-consciousness.
2. Discuss and critically evaluate one concept or problem in Marx, e.g., alienation,
critique of liberalism, commodity fetishism, or primitive accumulation.

3. Discuss and critically evaluate one concept in Nietzsche, e.g., genealogy of morality, slave revolt, sovereign individual, ascetic ideal.

4. Discuss and critically evaluate the work of one or more of the feminists that we will discuss, e.g., women's suffrage, the intersection of race and gender.

**All papers are due by noon in the Philosophy Department and via SafeAssign.** No late papers will be accepted, unless accompanied by proof of illness or emergency. All of your work must be typewritten (12 pt. font, Times New Roman, double-spaced). You will be expected to cite texts that you are quoting, paraphrasing, or using as reference appropriately.

**Statement on Plagiarism:**
Plagiarism is the intentional or unintentional unacknowledged use of someone else's work as one's own in all forms of academic endeavor (essays, theses, examinations, research data, creative projects, and so on). Plagiarized material may be derived from books, journals, Internet postings, student or faculty papers, and so on including the purchase or "outsourcing" of written assignments. **Plagiarism is grounds for failing the course.**
See: http://www.libweb.uoregon.edu/guides/plagiarism/students/.

**Grading Standard:**
- A = excellent. No mistakes, well-written, and distinctive in some way or other.
- B = good. No significant mistakes, well-written, but not distinctive in any way.
- C = OK. Some errors, but basic grasp of the material.
- D = poor. Several errors. A tenuous grasp of the material.
- F = failing. Problematic on all fronts indicating either no real grasp of the material or complete lack of effort.

**Grading:**
- Class participation: 20% (10% lecture, 10% section)
- Essays (4): 80% (20% each)

**Accommodation for a Disability:**
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with us soon.

**Note on Recording Sessions:**
You must request permission to record any session. The recording is for personal use and cannot not be disseminated – e.g.: posted online, sent as an email attachment to others, etc.

**Senate Task Force to Address Sexual Violence and Survivor Support:**
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with
legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, or visit the SAFE website at safe.uoregon.edu.

Schedule of Readings:
The schedule of readings and (in rare cases, if need be) paper due dates is subject to change during the quarter with advance notice via email and following the University's examination policies.

Wk. 1
M Introduction to the course and syllabus
   Kant's Copernican Revolution – Prefaces to Critique of Pure Reason, pp. 1-14
W Kant, Introduction to Critique of Pure Reason, pp. 15-24, and Transcendental Aesthetic, Space and Time, pp. 25-38

Wk. 2
W *Hegel, "Self-Consciousness" – Life and Desire, pp. 88-92, ¶¶166-177, and Master/Slave Dialectic, ¶¶178-184

Wk. 3
M cont. Hegel, "Self-Consciousness" – Master/Slave Dialectic, ¶¶184-196
W Hegel, "Self-Consciousness" – Stoicism, Skepticism, and Unhappy Consciousness, ¶¶197-230

Wk. 4
M continuation of Hegel, Unhappy Consciousness
   **Paper #1 Due**
   Recommended: Theses on Feuerbach, pp. 98-101

Wk. 5
W Class Cancelled – Professor giving a talk at SUNY Buffalo

Wk. 6
   **Paper #2 Due**
W Marx, “The Secret of Primitive Accumulation” and “Historical Tendency of Capitalist Accumulation,” pp. 294-300

Wk. 7
M Nietzsche, Genealogy of Morality, Preface, Essay 1, §§1-17
W Nietzsche, Genealogy of Morality, Essay 2, §§1-25
Wk. 8
M  Nietzsche, *Genealogy of Morality*, Essay 3, §§1, 11-28
W  Paper #3 Due

Wk. 9
M  *Stanton, “Declaration of Sentiments,” and “Solitude of the Self”*
*Anthony, “Social Purity”*
W  *Truth, Two Speeches*
*Cooper, “A Voice from the South”*

Wk. 10
M  Memorial Day Holiday – No class
W  *Goldman, “Anarchy,” “Tragedy of Women’s Emancipation”*

Finals Week
M  Paper #4 Due
**Guide to Writing Short Essays**

*Pick a topic and a thesis to pursue.*

Your **topic** should be narrow, for example, pick one concept or problem developed in the text that you would like to examine. Your **thesis** is the position that you will defend throughout your paper using arguments, textual evidence, and examples. The **thesis states what you want to say about your topic.**

**Think about developing your thesis by addressing the following:**

1. **Identify the central thesis** of the text in light of your topic. State the thesis you intend to defend.

State the overall thesis of the text, your topic, and your thesis. What, essentially, is the author claiming? What is the central idea put forth? What concept or problem will you focus on? What role does your topic play in the author’s overall thesis? What do you intend to say about it? What do you intend to show?

2. **Identify and evaluate the author's motivation**, and state your own motivation.

What is the problem that the author thinks needs to be addressed, and why is it a problem? Do you agree that the issue at hand is an important one? Why or why not? Address the author's motivation in light of the thesis you are pursuing, that is, the position you are defending.

3. **Identify key concepts** and assess the relationship and distinction between them.

What key concepts are developed in order to address the topic you have chosen? If you are assessing one concept, how does the author distinguish between and contrast other concepts related to his/her discussion of your topic? In other words, critically assess how the author defines key terms important for your topic and thesis.

4. **Identify and evaluate examples** used to explain or support the problem, issue, concept you have chosen as your topic.

What examples does the author use to support the argument or concept you are examining? Are the examples relevant and on point? Do they clarify the issue at hand, or do they confuse matters? What do the examples add in explanation or support of the thesis? Assess the examples in light of your thesis.

5. **Imagine a possible counter-position** and assess your own views on the matter.

Develop further your own thesis in light of a counter-position to the author. In other words, elaborate further your own thesis defending or rejecting the problem, concept, argument you have been examining in light of a counter-position. Imagine relevant objections to the author’s thesis,
counter-examples, and a different set of key concepts. Assess your own argument in light of a counter-position.

**6. Evaluate** the overall quality of the argument or concept you have focused on given your own position.

Is the argument coherent and consistent? Does the author contradict him or herself? Does he or she make a strong case for the position defended? Does he or she make a strong case against other positions? Does the author rely on mere opinion and an emotional response, or is the argument reasonable and well supported? What are the implications of the argument? Would you endorse these?

*Quotes should be no longer than two lines each. As a general rule, for each line that you quote, you should write two lines explaining the quote (what it means, how it helps you establish your thesis).*

*Edit your work! Spelling and grammatical mistakes will impact your grade.*