Course Description:
Hegel, Marx, and Nietzsche can be described as “masters of suspicion.” In different yet equally groundbreaking ways, they call into question perennial philosophical assumptions about reality, knowledge, and value. What they share, however, is a deep suspicion of abstract accounts of the self. In their texts we find accounts of the self as embodied—as bound to desire, need, and affect. We also find accounts of the self as social—other selves, relations of labor and power, and history are constitutive of the self. Albeit in different ways, then, the body, other selves, and socio-historical relations constitute the self.

In this course, we will explore these themes by examining selections from Hegel’s *Phenomenology of Spirit*, Marx’s 1844 *Economic and Philosophical Manuscripts, On the Jewish Question*, and *Capital*, and Nietzsche’s *Genealogy of Morals*. Although not exclusively, Hegel, Marx, and Nietzsche were responding to Kant’s Copernican Revolution. Therefore, we will begin the course by examining selections from Kant’s *Critique of Pure Reason*. We will end the course considering Emma Goldman’s work on anarchism and women’s suffrage in the late nineteenth century and early twentieth century. We will ask whether her work further complicates the nineteenth century critique of abstract notions of the self.

Required Texts:
1. Kant, *Critique of Pure Reason* (Abridged) (Hackett)
2. Hegel, “Self-Consciousness,” *Phenomenology of Spirit*
3. Karl Marx: Selected Writings
5. Emma Goldman, *Anarchism and Other Essays*

All texts are available at the Duckstore. Materials marked * are available on Blackboard.

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 3-page response papers – on Kant, Hegel, Marx, and either Nietzsche or Emma Goldman. The papers must be exactly 3 pages in length and must follow the attached guide. See the schedule of readings for due dates. *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.

**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. For more information: [http://www.libweb.uoregon.edu/guides/plagiarism/students/](http://www.libweb.uoregon.edu/guides/plagiarism/students/). *Plagiarism is grounds for failing the course.*

**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 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.

Please be aware that all UO employees are required reporters. This means that if you
tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Schedule of Readings:
The schedule of readings is subject to change during the quarter. All changes will be announced in advance via email.

Wk. 1
M  Introduction to the course and syllabus
W  Kant’s Copernican Revolution – Prefaces to Critique of Pure Reason, pp. 1-14
F  Lecture Cancelled – Zambrana giving presentation at APA. Sections will meet.

Wk. 2
M  Kant, Transcendental Aesthetic, Space and Time, pp. 25-38
F  Kant, Transcendental Analytic – Deduction, pp. 51-65 (§§13-20)

Wk. 3
M  Hegel, “Self-Consciousness” – Life and Desire, pp. 88-92, ¶¶166-177
F  Hegel, “Self-Consciousness” – Master/Slave Dialectic, esp. ¶¶185-196

Wk. 4
W  Hegel, “Self-Consciousness” – Skepticism, pp. 101-103, ¶¶201-205

Wk. 5
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<td>W</td>
<td>Marx, “The Secret of Primitive Accumulation” and “Historical Tendency of Capitalist Accumulation,” pp. 294-300</td>
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<td>M</td>
<td>Nietzsche, <em>Genealogy of Morality</em>, Preface, pp.1-7; Essay 1 §§1-12</td>
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<td>Nietzsche, <em>Genealogy of Morality</em>, Essay 1, esp. §§13-17</td>
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<td>Nietzsche, <em>Genealogy of Morality</em>, Essay 1 continuation</td>
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<td>M</td>
<td>Nietzsche, <em>Genealogy of Morality</em>, Essay 2, §§1-10</td>
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<td>Nietzsche, <em>Genealogy of Morality</em>, Essay 2, §§11-25</td>
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<td>F</td>
<td>Nietzsche, <em>Genealogy of Morality</em>, Essay 3 §§1, 11-28</td>
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<td><strong>Memorial Day Holiday – No Class</strong></td>
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<td>W</td>
<td>Nietzsche, <em>Genealogy of Morality</em>, Essay 3, continuation</td>
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<td>F</td>
<td>Emma Goldman, <em>Anarchism and Other Essays</em>, “What it Really Stands for: Anarchy”</td>
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<td>Emma Goldman, <em>Anarchism and Other Essays</em>, “Woman Suffrage”</td>
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<td>W</td>
<td>Emma Goldman, <em>Anarchism and Other Essays</em>, “The Tragedy of Woman’s Emancipation”</td>
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Response Paper #3 Due

Response 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.

Develop your thesis by addressing the following six points.

The essay must be exactly three double-spaced pages, and must consist of six distinct paragraphs one addressing each point detailed below. Each paragraph must include one quote from the text. Quotes should be no longer than two lines each. Paragraphs can be placed in different orders in light of the essay you aim to construct. You want to construct an essay, rather than answer six questions. State the number of the point you are addressing in parenthesis at the end of each paragraph so that we can evaluate you properly.

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?

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.

You will be graded on the basis of the following:

2. Identification and evaluation of the author’s motivation, and your own.

3. Identification and evaluation of examples used to explain or support the topic you have chosen.

4. Identification of key concepts and assessment of relationship and distinction between them.

5. Identification of possible counter-position(s) and assessment of your own views on the matter.


7. Productive use of quotes and accurate and consistent citation and bibliographical reference.

8. Eloquence and organization on the level of expression (grammar, syntax, spelling, etc.).

9. Understanding and capacity to clearly communicate the central points and stakes of the text.

10. Originality on the level of thought and expression (independent critical thinking).

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\(^1\) Based on Fanny Söderbäck’s (Siena College) Response Paper Guidelines.