



PHIL*3360 Nineteenth Century Philosophy

Fall 2018

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 2.00 - September 06, 2018

1 Course Details

1.1 Calendar Description

This course provides a survey of 19th century philosophy, a period of extreme change and upheaval, championed mainly by German thinkers. The course will engage with topics such as the nature of individual freedom; historical approaches to understanding concepts of reality and moral norms; proposed radical revisions to traditional moral and social order; and confronting the possible meaninglessness or absurdity of human life.

Pre-Requisite(s): 1.50 credits in Philosophy or 7.50 credits

Restriction(s): PHIL*3080, PHIL*3090

1.2 Course Description

A survey combining in-class discussions of Hegel, Schopenhauer, Nietzsche, and Mill, with essays on one or two other 19th century philosophers.

1.3 Timetable

Tuesday and Thursday from 10:00AM to 11:20AM in MINS 103.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructor(s)

Kenneth Dorter

Email: kdorter@uoguelph.ca

Telephone: +1-519-824-4120 x53218

Office: MCKN 353

Office Hours: Tuesdays and Thursdays from 2:30 to 3:30, or by appointment.

3 Learning Resources

3.1 Required Resource(s)

Hegel (Textbook)

Hegel, *Phenomenology of Spirit* (Oxford ISBN 0-19-824597-1)

Schopenhauer (Textbook)

Schopenhauer, *The World as Will and Representation*, Vol. 1 (Dover ISBN 0-486-21761-2)

Nietzsche (Textbook)

Nietzsche, *On The Genealogy of Morals and Ecce Homo* (Kaufmann trans. ISBN 9780679724629)

Mill (1) (Textbook)

Mill, *On Liberty* (Hackett ISBN 978-0-915144-43-3)

Mill (2) (Textbook)

Mill, *Utilitarianism* (Dover 0486454223)

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. By the end of this course, you should:

- Develop your skills in exegesis of philosophical texts.
 - Develop your ability to work independently by writing an essay on a figure not covered in class.
 - Be familiar with the philosophies of Hegel, Schopenhauer, Nietzsche, and Mill.
 - Be able to identify the basic ideas of Fichte, Schelling, Marx, and Kierkegaard.
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5 Teaching and Learning Activities

Dates will depend on class discussion.

5.1 Lecture

Topic(s):

SCHOPENHAUER: 1: §§ 1, 6, 8, 10, 12, 14, 15; 2: §§ 17-22; 3: §§ 26, 27; 4: §§ 30, 33, 34, 36, 38;

5: §§ 54, 57; 6: §§ 63, 65, 66, 68 (except pp. 384-91), 71.

Topic(s):

HEGEL: 1. Introduction: 46-57, 2. Sense Certainty: 58-66, 3. Self Certainty: 104-111, 4. Master and

Slave: 111-119, **5**. Unhappy Consciousness: 126(¶ 206)-138, **6**.
Absolute Knowing: 479-80 (¶¶ 788-789) and 490-3 (¶¶ 805-808).

Topic(s): NIETZSCHE: **1:** 1st Essay, **2:** 2nd Essay, **3:** 3rd Essay §§ 1, 8-16, **4:** 3rd Essay §§ 17-28.

Topic(s): MILL: *On Liberty*: **1:** 1-14, **2:** 15-52, **3:** 53-71, **4:** 73-91, **5:** 93-113.

Topic(s): MILL: *Utilitarianism*: **1:** 1-22, **2:** 23-35, **3:** 35-55

6 Assessments

6.1 Assessment Details

Final exam (50%)

The final exam will consist of essay questions on the material covered in class, and identification questions on the outside readings (Fichte, Schelling, Marx, Kierkegaard). The group of identification questions will be worth the equivalent of one essay question. The essay questions will be selected from a list handed out at the last class, which will be a review class.

Essay (50%)

You may write **either** two 1250 word essays (25% each) **or** one 2500 word essay (50%). 1250 or 2500 words are minimum lengths – **essays may be longer if justified by the content**. You can also use the first 1250 word essay as a trial run for the 2500 word essay, or you can expunge the grade for your first essay by submitting a 2500 word essay later. **All essays must be submitted to the Turnitin dropbox on Counselink**. Also see the Essay Guidelines below for due dates.

Essay Topics (0%)

The following texts are available on Counselink as potential essay topics (you can choose a different topic subject to approval): FICHTE, *The Vocation of Man*; SCHELLING, *First Outline of ... the Philosophy of Nature*; KIERKEGAARD, *Fear and Trembling*; MARX, *Economic & Philosophic Manuscripts of 1844*; *The German Ideology*. Also available (even though she was late 18th century) is Mary WOLLSTONECRAFT, *Vindication of the Rights of Woman*.

Essay Guidelines and Due Dates (0%)

1. Deadlines: 2500 word essay: Tuesday, November 6th; **or** two 1250 word essays: Tuesday, October 16th and Tuesday, November 6th. **For the first deadline** late essays will be accepted until the end of the week without penalty; after that you'll have to defer to the single essay option. **For the second deadline** late essays will be penalized one mark (out of 100) per day. No essay will be accepted after **9 a.m. the weekday before** the final exam. Students will not normally be required to answer questions about their essay but may in some cases. I'll email you if any questions arise so check your email daily since I won't be able to grade it if I can't

reach you.

2. Subject: Any philosopher in 19th century Western philosophy who **isn't studied in class**. There's nothing wrong with referring to works studied in class as long as they aren't the main focus. You can write on a philosopher studied in class only if the book is on a completely different subject (check with me to make sure).

3. Sources: Focus on **primary texts** (texts of the original author), although secondary sources (works *about* the original author's texts) may be used as a supplement. **Quotations in a secondary source don't count as primary texts** because they're taken out of context. The point is to develop skill in exegesis and evaluation; reporting the results of other people's exegesis and evaluation doesn't accomplish this.

4. Content: Combine scholarship and creativity, i.e. both attentiveness to the text and a personal response of your own. If you're interpreting a particularly difficult text it may be enough just to give a clear explanation of it. Where the interpretation is more straightforward your creativity can take the form of considering objections to the author's views and how the author might reply to them; explain why you think the author can or cannot withstand the criticisms. Also consider possible objections to your own views. The more challenging you can make these issues, the better: treating answers as obvious is not worth as much as seeing how they are controversial and difficult.

5. Format: The five paragraph model you learned in high school was training wheels to teach discipline. People don't really write essays like that. Just organize your ideas to be as clear as possible. Use double spaced full sized font (12 point). Also use page numbers. 1250 or 2500 words are minimum lengths – **essays may be longer if justified by the content**.

6. Style: Use "I" rather than awkward and outdated circumlocutions like "the author." And use inclusive language like "humankind" instead of "mankind", "people ... they" instead of "a person ... he." Other possibilities: "he or she", "she or he", "s/he", etc.

7. Footnotes: Footnote all information and ideas taken from someone else, even if they aren't direct quotations. Otherwise it may be plagiarism (when in doubt ask). Listing your sources in a bibliography isn't enough since it doesn't show where you make use of them or which page the reference comes from. Footnotes should **list the author that you're citing first**. For example, if you use a book called John Green (editor), *The Philosophy of Marx*, and your footnote is to something Marx wrote, it should say, "Marx, in John Green (editor), *The Philosophy of Marx*, p. 12", **not** "Green, John, *The Philosophy of Marx*, p. 12". Only if you cite something that the editor wrote would you use the latter format. Only the first citation need be complete; after that you can abbreviate, e.g. "Green 12".

A sample philosophy essay is available on Courselink.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The regulations and procedures for [Academic Consideration](#) are detailed in the Undergraduate Calendar.

7.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

7.6 Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as

possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

7.7 Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.
