

## Marx, Nietzsche, Freud (3 credits)

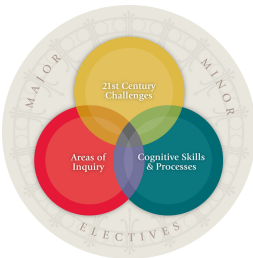
Fall 2019, Rutgers University  
German 01:470:371-01 [index 20109],  
Comparative Literature 01:195:374-01 [20118],  
Philosophy 01:730:344-01 [19482]  
MW 2:50-4:10pm, AB-1180, CAC.

Prof. Nicholas Rennie  
O. hrs. Mondays 9:15am, & by appointment  
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Exploration of the work of three German writers who revolutionized modern philosophy, theology, psychology, aesthetics, social and political science, gender studies, historiography, literature and the arts. We will be reading and discussing a selection of key writings by Karl Marx, Friedrich Nietzsche and Sigmund Freud. Along with these we'll examine a sampling of texts that were important for their work, and writings that later both reflected their influence and drew their ideas in new directions. In English. No prerequisites.

### Learning Outcome Goals for the Course:

- Students will learn to 1) identify and assess critically the philosophical and historical analysis of moral issues as undertaken by Marx, Nietzsche and Freud; 2) gain a basic understanding of the role these thinkers had in shaping the history of ideas in German-language thought; and 3) recognize and evaluate the distinct epistemological programs developed in each thinker's work. Additionally, students will learn to (4) develop arguments that are clearly structured, that provide evidence for their claims, and that engage with nuances of the issues at stake, and that do so in the simplest language possible.



Permanent Core Curriculum requirements: HST-1, AHo

- HST-1. Explain the development of some aspect of a society or culture over time.
- AHo. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

### Optional 1-credit module “The Language of Marx, Nietzsche and Freud”

Students who are enrolled in or have previously completed "Marx, Nietzsche, Freud" and who have completed Introductory German 101 or the equivalent, or who have Prof. Rennie's permission, are encouraged to enroll in the 1-credit companion module “**The Language of Marx, Nietzsche and Freud**” **01:991:121:E1 [index 21903]**, which will focus on the original German-language concepts and formulations in select passages relevant to the principal themes of the main course “Marx, Nietzsche, Freud.” Attention will be given to issues of translation as these influence — and historically have influenced — the understanding of these writers and their thought. Students who are unsure of their language placement or eligibility should e-mail Prof. Rennie at [nicholas.rennie@rutgers.edu](mailto:nicholas.rennie@rutgers.edu) (please include your 9-digit Rutgers ID). The classes themselves are taught in English, but students must have elementary ability to navigate texts in German – with help, of course, from their dictionary and their instructor. Class will meet 9 times over the course of the semester, for 80 minutes each time, beginning in the first week of classes. Each hour of class time requires approximately two hours of preparation. The

ninth class, which includes a final discussion, will be two hours rather than 80 minutes long. Specific schedule TBD in consultation with students during the first week of semester.

### Required Materials

Ordered through the Rutgers University Store. The texts are indicated by (abbreviated) title within the list of weekly readings. Other titles are available online as pdf files at the course Canvas page under “Files.” Note (and I write this as a fan both of digital texts, and of saving every money) that you are required to buy *these specific print editions*, since otherwise you will not be able to keep up in class when we refer (as we constantly will) to passages by page number.

1. Freud, Sigmund. *The Basic Writings of Sigmund Freud (Psychopathology of Everyday Life, the Interpretation of Dreams, and Three Contributions to the Theory of Sex)* [ISBN: 9780679601661]
2. Marx, Karl, Friedrich Engels. *The Marx-Engels Reader* [ISBN: 9780393090406]
3. Nietzsche, Friedrich. *The Nietzsche Reader* [ISBN: 9780631226543]
4. One iClicker remote device – either iClicker+ (cheaper) or iClicker2 (has screen). The University Store has promised to have both in stock.

In order for us to discuss the weekly readings (both those available in book version, and those available as pdf-files), each seminar participant will need to bring his or her copy of the assigned reading(s) to each class in order to receive full credit for attendance (see “Attendance” below). Unless you can both reliably and quickly navigate to the relevant page on a laptop that you bring to class (and, preferably, have a mark-up feature as well to highlight specific passages or add marginal notes), you will need to print each pdf-file out and bring it in hard copy. In either case, be sure to download (and print) all available readings early on, when you still have time to resolve any technical issues that might otherwise prevent your arriving prepared for a particular class.

### iClicker

You must bring your i-Clicker remote to each lecture, since it is required for in-class quizzes, for discussion-related polling, and to take attendance. I will be allowing participation with iClicker remotes only (e.g. not with the iClicker app on mobile devices). You can use any model of iClicker – the iClicker+ or iClicker2. I recommend the iClicker2 because it has a screen that lets you confirm your answer. You do *not* need to purchase a Remote-WREEF 6-month enrollment. Rutgers Bookstore buys back used i-Clickers at the end of the semester – for half the purchase price, I believe. We’ll practice with the iClickers in the first three lectures; after that, your responses to the quiz questions will count toward your grade. It is your responsibility to follow the steps below to properly register your iClicker remote in a timely fashion. It is also your responsibility to regularly check your iClicker grades for any discrepancies and bring them to my attention within 48 hours.

#### Instructions for iClicker remotes

- **Purchase** an iClicker remote: You can buy or rent a remote at the campus bookstore or online at the Macmillan Learning student store.
- **Register** your remote online: Visit [https://rutgers.instructure.com/courses/28407/external\\_tools/320](https://rutgers.instructure.com/courses/28407/external_tools/320) and complete the form. You will need the 8 digit alphanumeric remote ID on your iClicker remote to do so.
- **Bring your remote to each class.**
- When I ask a question in class and ask you to **respond with your iClicker**, be sure to do so. This is to help you remain engaged in discussion; to help me gauge the class’s understanding of the material and adjust my teaching correspondingly; and, in many cases, to provide a basis for our further discussion. For instance, I may ask individuals or groups to explain the arguments in favor of or against a particular position.

- Note: iClicker activities fall under the provisions of our campus **academic integrity** policy. The following are not permitted and may be grounds for a grade-reduction and/or disciplinary action by the University:
  - Answering polling questions while not physically in class.
  - Looking at other students' devices while answering live questions.
  - Using more than one iClicker remote or account at a time, or letting another student use your iClicker in this class. If I ask you to elaborate on a response that “you” just gave, but it turns out that you’re not actually present, or if you are found using another student’s iClicker at any time during class, you will face disciplinary action and a grade reduction. Rule of thumb: do not touch another student’s iClicker during class, however helpful you may be trying to be!
- If you **need technical help** with your iClicker remote, see [iclicker.com/support](http://iclicker.com/support).

### Reserve materials

Some additional materials, including both helpful reference sources for the authors under consideration, and the editions from which some excerpts have been scanned, are available on reserve at Alexander Library. For information about these texts, follow the “Rutgers Libraries” link at the course Canvas site.

### Course Canvas Site

You will need to access the site regularly to download texts that are not included in the books required for purchase; to participate in the class online discussions; to submit take-home exams and papers; to consult the online gradebook; to communicate with other students in the course; to download a fresh copy of the syllabus; to check assignment deadlines; to see what books are available on reserve for the course at Alexander Library; and to check for any class announcements that you may have deleted or missed. If you have any suggestions about how to make the site better, please let me know.

### Final Grade

- |   |     |
|---|-----|
| • Online quiz testing understanding of assignment instructions for the course | 1%  |
| • In-class iClicker quizzes testing basic knowledge of what we’ve discussed   | 10% |
| • Discussion-board posts & responses  | 20% |
| • Take-home exam 1  | 19% |
| • Take-home exam 2  | 25% |
| • Take-home exam 3  | 25% |

### Grade Distribution

A=90-100%; B+=85-89; B=80-84; C+=75-79; C=70-74; D=65-69; F=64 and below.

### Attendance

All students must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Those who miss more than two class sessions without a compelling excuse should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Every additional three absences may entail a further one-step grade-reduction. Three late arrivals count as one absence. Students who fail to bring the assigned reading to class may likewise be marked as “late” and, after three such occasions, will be marked as having missed a class. Note: It is the responsibility of students who have been absent (for any reason) to find out what they have

missed and obtain materials that may have been handed out. Note that data from iClickers may be used to take attendance.

### **Academic Integrity**

Violations of academic integrity are an extremely serious matter, and can lead to a student's failing the course and being referred to the University's Office of Student Conduct for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Violations that will lead to disciplinary action and a grade reduction include submitting someone else's paper as your own, or either using an iClicker for another student, or letting another student use your iClicker in class. Please see the University's policies on academic integrity at <http://academicintegrity.rutgers.edu/>, and discuss with your instructor any questions you may have about this and related issues.

### **Copyright**

Note that unauthorized upload of materials created by the instructor and/or students for this course may violate the University Academic Integrity Policy and subject the student to disciplinary action.

### **Assignments**

#### 1) Online quiz on assignment instructions for the course

Early in the semester you will be required to complete a short online quiz, on the course Canvas page, that evaluates your understanding of the course instructions given on this syllabus. You can take the quiz as often you want until it closes. Your highest grade will be saved.

#### 2) In-classes quizzes (using iClicker)

Class will often begin with a brief quiz covering material from the previous class session. I anticipate approximately 25 quizzes. Whatever that exact number, your lowest five quiz grades will be automatically dropped.

#### 3) Weekly Discussion-Board Posts and Responses (Canvas > Discussions)

Starting Monday, September 16<sup>th</sup>, you will be required to participate in a weekly online discussion board in order to put in writing some thoughts about that week's assigned reading(s). This is not intended to be busy-work, but rather to provide you a few concrete benefits: 1) You should plan to use the discussion board to formulate and refine your ideas for the more heavily weighted take-home assignments early on and with the help of your peers. If you do this, a portion of your work for each take-home should be done before you start writing it. 2) Writing your thoughts down is generally the best way to clarify them – and to clarify as well any particular points that you may not understand. Doing some of this work before class will tend to make class discussion itself much more productive for you and for the rest of us. 3) You will be interacting with your classmates. With the attention they're bringing to bear on the same readings, and with their own backgrounds in reading and thinking about related questions, your peers are in a position to bring a rich and productive range of responses to your thoughts, and you stand to benefit from this. 4) If you carefully follow instructions for the class online discussion, this component of the course can be a fairly straightforward way to boost your overall grade. 5) Research, in literature and philosophy as in other fields, is driven by collaboration. Taking this course involves participating in and learning from this kind of joint effort.

Posts and responses need to be submitted via the course Canvas page under "Discussions." Be sure to read the full instructions for these assignments during the first week of classes at that site and let me know right away of any questions you may have. The basics:

- To receive full credit for a week's online discussion, you will need to post 150-250 words about the week's assigned reading by Monday morning (11:59AM), and respond to two other posts by Thursday evening (11:59PM). (A posting without a follow-up response to two other posts can earn you a maximum of 6 of the 12 points for the week's assignment.)
- Discussions are open for 12 weeks of the semester. Your lowest three grades will be dropped. This means that if for some reason you don't participate during two or even three weeks, this won't necessarily affect your grade. I encourage you to participate from the start, however, so that you have a buffer if and when you are sick, or forgetful, or need the extra time. Given the collaborative, real-time structure of the assignment, students who fail to participate during a particular week for any reason will not be able to make this work up after its original due dates.
- Both your posting and your responses need to engage analytically with the assigned readings. See the instructions at the Canvas "Discussions" page for more detail about my expectations.

#### 4) Take-home exams and papers (Canvas > Assignments)

Take-home exams and papers (see below for the latter option) should be submitted as a single PDF or MS Word file via the course Canvas site under "Assignments," where you will also find additional instructions. Each take-home exam will ask you to write essays in response to questions about the assigned readings. Questions may ask you to consider an issue in relation to a single text, or they may ask you instead to compare its significance within two or more readings.

Your exam essays should not simply repeat back what we've already discussed; they should follow the lead of the exam questions in building independently on our discussions. On the other hand, they should also not ignore the material we've covered in class. During lecture, I will focus us on specific passages that help bring into relief such issues as those that you will be called on to discuss in your exam essays. Take notes! You are urged always to note down these passages – as well, more generally, as the questions covered in lecture and discussion – to save yourself time on exams and to help yourself respond to the exam questions effectively.

Prepare your exam essays as you would any paper. Once you've thought about the question, work out your thesis statement (which you'll need to present clearly in a sentence in the opening paragraph of your response). Go back over your class notes and the relevant assigned text(s) to collect material for your argument. Cite or paraphrase relevant passages (and always include page numbers, as you would in a paper). Check your quotations for accuracy. Cite succinctly, but sufficiently to substantiate each step of your argument. Don't quote just for the sake of quoting. Again: note that every assertion you make about a text needs to be supported with evidence from it, and each citation must include the page number(s) from the source text.

Finally, be sure to proofread your essays to make sure that they're coherent, that they answer all aspects of the question, and that they're articulated grammatically and clearly. Poorly written essays will lose points.

Unlike the online discussions for this course, your essays are not collaborative. You are encouraged to build on the ideas you developed collaboratively in the course of weekly online class discussions; and if you wish to use others' ideas, whether these be suggestions made by another student in the course's online forum, or arguments developed in an article or book, you may do so as long as you reference them fully, whether in a footnote or in a parenthetical insertion. For instance, you might note: "As observed by Jane Doe in her response to my 10/14 posting, this idea may seem problematic because of [XYZ]. On the other hand...." (Rule of thumb: whatever particular format you use, I as a reader must be able, easily and quickly, to find the specific words, phrases, or arguments to which you're referring. Always include page numbers where these are available.) However, the work of planning your argument, organizing material,

and writing out your analysis should be yours alone. If you have questions about this or about any matters relating to academic integrity (see also the section with this heading on this syllabus), be sure to let me know in advance, not after submitting your assignment.

In their take-home exams and/or papers, students who happen to be comfortable reading all or parts of the original texts in the original German, are encouraged to do so, and to cite these editions. Digitized German-language editions of the works of Marx, Nietzsche and Freud are available as links on the Canvas Resources page. (To allow other students to respond effectively, however, please do not cite non-English materials without translation in the weekly Discussions.)

Paper option: The three take-home exams listed on the Canvas Assignments page must be completed by all students, with the following exception: students who already received a grade of A on Take-home 1 or Take-home 2 have the option of writing a paper of their own in place of the following take-home exam, but only after receiving my approval for their proposed topic. If you are eligible and interested, contact me about this option at least two weeks before the next submission deadline, so that we still have time to discuss your topic and its feasibility before you get down to writing.

Papers must focus on one or more assigned readings not covered in the previous take-home(s). Expectations (about presenting a thesis, for instance, and supporting it with a clear argument and judicious citations) are the same as those outlined above with regard to take-home exams. For additional help in preparing and writing a paper, download the file *Papers and presentations General thoughts Rennie (2018-09).pdf* from the Canvas Resources page.

Note: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](https://www.turnitin.com) (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the [Turnitin.com](https://www.turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers. Use of the [Turnitin.com](https://www.turnitin.com) service is subject to the Usage Policy posted on the [Turnitin.com](https://www.turnitin.com) site. Students who do not agree should contact the course instructor immediately. For students who elect to not submit directly to Turnitin, instructors may accept digital copies of the assignment and submit it on behalf of the student via the Turnitin website.

### Weekly assignments

(Texts must be read in advance and brought to class on the dates assigned. Remember to bring your iClicker remote to each class.)

Sept. 4 Introduction

#### **KARL MARX (1818-1883)**

Sept. 9

- *Marx-Engels Reader*, “Marx on the History of His Opinions,” 3-8.<sup>1</sup>
- *Marx-Engels Reader*, “Theses on Feuerbach,” 143-145.

- *Marx-Engels Reader*, “Contribution to the Critique of Hegel’s Philosophy of Right: Introduction,” 53-65.

Sept. 11

- *Marx-Engels Reader*, Introduction (xix – xxxviii).
- *Marx-Engels Reader*, “On the Jewish Question,” 26-52.

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<sup>1</sup> You are required to buy the *Marx-Engels Reader*. For students who need a few extra days to get this book, though, the readings for the classes through

9/11 are available on the Canvas Resources page in the file “Marx-readings – 1st classes / Marx-Engels Reader. Ed. Robert C. Tucker. 2d ed. (1978).”

**[Sept. 16 (and each subsequent Monday morning), 11:59AM: discussion-board post due.]**

Sept. 16

- *Marx-Engels Reader, The German Ideology: Part I*, 146-200.

Sept. 18

- *Marx-Engels Reader, Capital*, Vol. 1, 294-343.

**[Sept. 19 (and each subsequent Thursday evening), 11:59PM: discussion-board responses to two other students' posts due.]**

Sept. 23

- *Marx-Engels Reader, Capital*, Vol. 1 & 3, 344-438.

Sept. 25

- *Marx-Engels Reader, Capital*, Vol. 1 & 3, 294-438.
- Althusser, Louis. Preface to *Capital*, in: *Lenin and Philosophy, and Other Essays*. New York: Monthly Review Press, 1971, 45-66 [pdf; the file includes more than just these pages, for those who are interested].

Sept. 30

- *Marx-Engels Reader, Manifesto of the Communist Party*, 469-500.

Oct. 2

- *Marx-Engels Reader*, "The Eighteenth Brumaire of Louis Bonaparte," 594-617.

**[Fr. Oct. 4: first take-home due]**

### **FRIEDRICH NIETZSCHE (1844-1900)**

Oct. 7

- *Nietzsche Reader, The Birth of Tragedy from the Spirit of Music*, 42-87.
- Nietzsche, *The Birth of Tragedy* (Ian Johnston tr.), excerpt from Chapter 9 [pdf].

- Sloterdijk, Peter. "Centauric Literature," in: *Thinker on Stage: Nietzsche's Materialism*. Minneapolis: University of Minnesota Press, 1989, 3-14 [pdf].

Oct. 9

- *Nietzsche Reader, The Birth of Tragedy from the Spirit of Music*, 42-87.
- Nietzsche, *Birth of Tragedy* (Ian Johnston tr.), short excerpt from Chapter 9 [pdf].
- *Nietzsche Reader*, "On the Utility and Liability of History for Life," 124-141.

Oct. 14

- *Nietzsche Reader*, "On Truth and Lies in a Nonmoral Sense," 114-123.
- Optional: Foucault, Michel. "The Discourse on Language," in: Adams, Hazard, and Leroy Searle. *Critical Theory since 1965*. Tallahassee: Florida State University Press, 1986, 148-162 [pdf].

Oct. 16

- *Nietzsche Reader, The Gay Science*, 207-237.

Oct. 21

- *Nietzsche Reader, Beyond Good and Evil: Prelude to a Philosophy of the Future*, 311-361.

Oct. 23

- *Nietzsche Reader, Beyond Good and Evil: Prelude to a Philosophy of the Future*, 311-361.

Oct. 28

- *Nietzsche Reader, Beyond Good and Evil: Prelude to a Philosophy of the Future*, 311-361.

Oct. 30

- *Nietzsche Reader, Thus Spoke Zarathustra*, 254-292.

Nov. 4

- *Nietzsche Reader, On the Genealogy of Morality*, 390-436.

Nov. 6

- *Nietzsche Reader, On the Genealogy of Morality*, 390-436.

**[Fr. Nov. 8: second take-home due]**

**SIGMUND FREUD (1856-1939)**

Nov. 11

- *Basic Writings of Sigmund Freud, Interpretation of Dreams*, 151-175.

Nov. 13

- *Basic Writings of Sigmund Freud, Interpretation of Dreams*, 176-205, 287-336.

Nov. 18

- *Basic Writings of Sigmund Freud, Interpretation of Dreams*, 436-465, 515 [bottom paragraph] - 517.

Nov. 20

- *Basic Writings of Sigmund Freud, Totem and Taboo*, 775-832.

Nov. 25

- *Basic Writings of Sigmund Freud, Totem and Taboo*, 833-898.

Dec. 2

- Freud, Sigmund. *Group Psychology and the Analysis of the Ego*. Translated by James Strachey. New York: Boni and Liveright, 1922, "Introduction," pp. 1-4, and Chapters 5-10 & 12 pp. 41-100 & 110-127 **[pdf]**.

Dec. 4

- *Basic Writings of Sigmund Freud, Three Contributions to the Theory of Sex*, Chapter I ("The Sexual Aberrations")

Dec. 9

- *Basic Writings of Sigmund Freud, Three Contributions to the Theory of Sex*, Chapter II ("Infantile Sexuality") and III ("The Transformations of Puberty")

Dec. 11

- Ricoeur, Paul. Chapter 2 ("The Conflict of Interpretations") in: Ricoeur, Paul. *Freud and Philosophy: An Essay on Interpretation*. Trans. Denis Savage. New Haven: Yale University Press, 1970, 20-36 **[pdf]**.
- *Optional*: Foucault, Michel. "Nietzsche, Freud, Marx," in: *Aesthetics, Method, and Epistemology*. Trans. Robert Hurley. New York: New Press, 1998, 269-278 **[pdf]**.

**[Mo. Dec. 16: third take-home due]**



## **Student-Wellness Services:**

### Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

### Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.