

Marx, Nietzsche, Freud

Spring 2010, Rutgers University
German 01:470:392-01 [71365], Comparative
Literature 01:195:398-01 [68987]
MW, 1:10-2:30pm
Scott Hall 116 (College Ave. Campus)

Prof. Nicholas Rennie
O. hrs. Mon. 2:45-3:45pm, & by appointment
172 College Ave., rm. 201A
Tel. 732-932-7201
nrennie@rci.rutgers.edu

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 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. Counts for literature/civilization/film credits toward the German Studies major and minor. (Be sure to consult in advance with the Undergraduate Director.)

Required Texts

Ordered through the Rutgers University Store and New Jersey Books. These texts are indicated by (abbreviated) title within the list of weekly readings. Other titles are available online as pdf files at the *Resources* page of the course's Sakai website.

1. Freud, Sigmund. *Moses and Monotheism*. [ISBN: 978-0394700144]
2. --. *The Basic Writings of Sigmund Freud (Psychopathology of Everyday Life, the Interpretation of Dreams, and Three Contributions to the Theory of Sex)* [ISBN: 978-0679601661]
3. Marx, Karl, Friedrich Engels. *The Marx-Engels Reader*. [ISBN: 978-0393090406]
4. Nietzsche, Friedrich. *The Nietzsche Reader*. [ISBN: 978-0631226543]

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 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.

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, select *Library eReserves* at the course Sakai site.

Attendance

All students must attend regularly and arrive at each class prepared *and with the day's reading(s) in hand*. Those who miss more than two class sessions without a compelling excuse (a doctor's or college dean's note, for instance) should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). A late arrival in class, or failure to bring the day's reading(s), counts as a third of an

absence. 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.

Final Grade

Written responses to readings	10%
Take-home exam 1 (4 pp.)	20%
Take-home exam 2 (6-10 pp.)	35%
Take-home exam 3 (6-10 pp.)	35%

Grade Distribution

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

Written Responses to Readings

Reading a text is one thing, retaining the basics of its argument is another. As part of your preparation, for every class meeting you will be required to write and bring to class three to five sentences that explain a principal question or argument of the reading (or of one reading, if there are others) assigned for that day. To receive the maximum possible 10 points for any given response, you will need to indicate concisely the aims and stakes of the argument (What is the central idea? Why does it matter?), and indicate briefly how the text defines any key terms it introduces to make this argument. I will only occasionally (perhaps half a dozen times) ask you to submit these responses, but you will need to have them ready to hand in at the beginning of every class.

Take-home exams

Each take-home exam will ask you to write essays in response to questions about the assigned readings.

You will have one week to work on each take-home exam. 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. Format: 12-point Times or Times New Roman, double-spaced, 1" margins.

Typically, questions will refer to ideas that we have discussed in class. However, they may ask you to consider such ideas in application to a text that we haven't specifically considered in this way in our discussions. In other words, you'll be asked to retain and synthesize what we've discussed in class (I strongly encourage you to take notes in class – this will save you time and help strengthen your exam responses). However, take-home 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.

Prepare your exam essays as you would a short 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. Don't quote just for the sake of quoting; cite just the word or passage that you need to make your specific point, not more.

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.

Your essays should be your work only. From the moment the take-home exam questions are made available, all of your preparation and writing in response must be entirely your own. You will need to develop your own thesis statement, collect on your own the material (from your notes and the assigned readings) that you'll need to cite, and come up with your own formulations in making your argument.

Paper option: Students who have received a B+ or A on a take-home exam have the option of writing a paper of their own in place of the following take-home assignment, *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 should 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) will be the same as those outlined above with regard to take-home exams. Minimum length: 6pp. (12-point Times or Times New Roman, double-spaced, 1" margins).

Course Sakai website

A website for this course is available to enrolled students at sakai.rutgers.edu. You will need to access this site to download certain materials not included in the books from the store (select *Resources* to find these texts), and in order to submit your take-home exams (via the *Assignments* link). At the site you will also find an updated copy of the syllabus, archives of announcements and e-mails sent to the class, a "discussion and private messages" forum that you can use to contact other students individually or collectively, a course schedule, and links to the course's library eReserves and the University's interim academic integrity policy.

Plagiarism

Plagiarism is an extremely serious matter, and can lead to a student's failing the course and being referred to his or her dean for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Please see the University's policies on academic integrity at <http://teachx.rutgers.edu/integrity/policy.html>, and discuss with your instructor any questions you may have about this and related issues. To point out just one common but serious mistake: note that it is *never* acceptable to copy language from the Internet and present it as your own.

Cell phones

The use of cell phones and other text-messaging devices during class is strictly forbidden. Those seen using such devices during class will be asked to leave immediately. Their dismissal will count as an absence and may result in a lowering of their overall grade.

Disability Support Services

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.rutgers.edu/>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

Photocopies

Department photocopying fees add up quickly and impressively; we will therefore need to collect from each student 5 cents per page toward the cost of handouts other than the syllabus, quizzes and tests. I plan to keep the use of such handouts to a minimum, and it's possible that there won't be any.

Weekly assignments

(Texts must be read in advance and brought to class on the dates assigned.)

Jan. 20 Introduction

KARL MARX (1818-1883)

Jan. 25

- Hegel, Georg Wilhelm Friedrich. *Reason in History: A General Introduction to the Philosophy of History*. Trans. Robert S. Hartman. New York: Liberal Arts Press, 1953, 3-43 [pdf].
- *Marx-Engels Reader*, Introduction (xix – xxxviii).

Jan. 27

- Hegel, *Reason in History*, 43-71 [pdf].
- *Marx-Engels Reader*, “Marx on the History of His Opinions,” 3-8.
- *Marx-Engels Reader*, “Theses on Feuerbach,” 143-145.

Feb. 1

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

Feb. 3

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

Feb. 8

- Althusser, Louis. Preface to *Capital*, in: *Lenin and Philosophy, and Other Essays*. New York: Monthly Review Press, 1971, 45-70 [pdf].
- *Marx-Engels Reader*, *Capital*, Vol. 1 & 3, 344-438.

Feb. 10

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

[Fr. Feb 12th: 1st take-home due]

Feb. 15

- *Marx-Engels Reader*, *Manifesto of the Communist Party*, 469-500.
- *Marx-Engels Reader*, “The Eighteenth Brumaire of Louis Bonaparte,” 594-617.

FRIEDRICH NIETZSCHE (1844-1900)

Feb. 17

- *Nietzsche Reader*, “The Greek State,” 88-94.
- *Nietzsche Reader*, General Introduction, xviii-xl.

Feb. 22

- *Nietzsche Reader*, *The Birth of Tragedy from the Spirit of Music*, 42-87.
- Sloterdijk, Peter. “Centauric Literature,” in: *Thinker on Stage: Nietzsche’s Materialism*. Minneapolis: University of Minnesota Press, 1989, 3-14 [pdf].

Feb. 24

- *Nietzsche Reader*, *The Birth of Tragedy from the Spirit of Music*, 42-87.
- *Nietzsche Reader*, “On the Utility and Liability of History for Life,” 124-141.

Mar. 1

- *Nietzsche Reader*, “On Truth and Lies in a Nonmoral Sense,” 114-123.
- 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].

Mar. 3

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

Mar. 8

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

Mar. 10

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

Mar. 22

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

SIGMUND FREUD (1856-1939)

Mar. 24

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

Mar. 29

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

Mar. 31

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

[Tu. March 30th: 2nd take-home due]

Apr. 5

- *Basic Writings of Sigmund Freud, The Psychopathology of Everyday Life*, 3-54.
- Ricoeur, Paul. "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; the pdf includes also Chapter 1, for those who might be interested].

Apr. 7

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

Apr. 12

- *Basic Writings of Sigmund Freud, Totem and Taboo*, 833-898.
- Freud, "The Moses of Michelangelo," in: Freud, Sigmund. *Standard Edition of the Complete Psychological Works of Sigmund Freud*. Ed. James Strachey and Anna Freud. London: Hogarth Press, 1953-1974. Vol. 13, 211-238 [pdf].

Apr. 14

- *Moses and Monotheism*, 3-65.

Apr. 19

- *Moses and Monotheism*, 66-176.

SECOND HALF OF THE TWENTIETH CENTURY

Apr. 21

- Deleuze, Gilles, Felix Guattari, from *Anti-Oedipus: Capitalism and Psychoanalysis*, in: Adams, Hazard, and Leroy Searle. *Critical Theory since 1965*, 283-307 [pdf].

Apr. 26

- Horkheimer, Max, Theodor W. Adorno. *Dialectic of Enlightenment: Philosophical Fragments*. Stanford, Calif: Stanford University Press, 2002, xiv-80 [pdf].

Apr. 28

- Horkheimer and Adorno. *Dialectic of Enlightenment*, xiv-80 [pdf].

May 3

- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 2006, 1-46.

[Fr. 5/7: 3rd take-home due]