

Marx, Nietzsche, Freud (3 credits)

Spring 2017, Rutgers University
German 01:470:371-01, German honors section
01:470:371-H1, Comparative Literature
01:195:374-01, Philosophy 01:730:344-01
TTh 9:50-11:10am: Tu AB 1170, Th MI 100.¹

Prof. Nicholas Rennie
O. hrs. Tuesdays 2:00pm, & 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.*

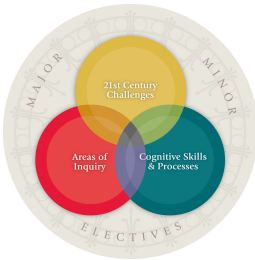
Learning Goals

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, AHo --

- Social and Historical Analysis
 - j. Identify and critically assess ethical issues in social science and history.
 - k. Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.
- Arts and Humanities
 - o. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.



Required Texts

Ordered through the Rutgers University Store. 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 Sakai website.

¹ Honors section meets five additional times (dates, time, location to be arranged with participants at start of classes).

1. Freud, Sigmund. *Moses and Monotheism* [ISBN: 9780394700144].
2. --. *The Basic Writings of Sigmund Freud (Psychopathology of Everyday Life, the Interpretation of Dreams, and Three Contributions to the Theory of Sex)* [ISBN: 9780679601661]
3. Marx, Karl, Friedrich Engels. *The Marx-Engels Reader* [ISBN: 9780393090406]
4. Nietzsche, Friedrich. *The Nietzsche Reader* [ISBN: 9780631226543]

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.

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.

Course Sakai 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 e-mail or chat 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 e-mails 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

Discussion-board posts & responses	20%
Take-home exam/honors-section paper 1	20%
Take-home exam/honors-section paper 2	30%
Take-home exam/honors-section paper 3	30%

Grade Distribution

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

Honors section

Eligible students interested in taking this course for honors credit may do so by registering under the number 01:470:371-H1. Students enrolled in this honors section will be expected to participate in the weekly online discussion board (under Sakai “Forums”) just like everyone else, and will be expected to meet the same preparation, attendance and in-class requirements as all other students. However, they will also meet an additional four or five times with Prof. Rennie in discussion section to examine certain issues in more detail and/or to discuss some short additional readings. Instead of being required to write short take-home-exam essays in response to set prompts, honors students will be expected to write longer papers on single topics of their choosing (which may be inspired by one of the exam prompts, but don't have to be). By the first take-home/paper deadline, for instance, students not signed up for honors will need to write two two-page essays in response to specific prompts posted under Sakai > Assignments > Take-home 1. Honors students will instead be expected to write a single paper of 4-5pp. on a single topic by the same deadline, and submit it via Sakai > Assignments > Paper 1. Over the course of the semester,

honors students will be expected to write a total of about 4pp. more than other students. In short, involvement in this section will cost a bit more time. However, you'll also have a little more flexibility in defining the topics of your main assignments and focusing on issues at a little more depth in these papers; you'll have opportunity for more detailed discussion in a seminar setting; and, of course, you'll acquire honors credits. The additional meeting times will be arranged in consultation with participating students at the beginning of the semester.

Students enrolled under Comparative Literature 01:195:374-01 or Philosophy 01:730:344-01 who want to confirm that enrollment in this honors section will still provide them the same credit toward any department-specific requirements that they would receive under those numbers should contact those programs' Undergraduate Directors. (Departments may not automatically recognize a non-departmental course number on a transcript as fulfilling one of their own credit requirements.)

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.

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. Note also that use of online translation services is not permitted as a tool for generating work that you submit for course credit. 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.

Assignments

1) Weekly Discussion-Board Posts and Responses

Starting Monday, January 30th, 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) Since examples of the questions for the take-home exams will be posted toward the beginning of semester, you can use the discussion board to formulate and refine your ideas for these larger assignments early on and with the help of your peers. If you do this, a good 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) 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 Sakai page under “Forums.” 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 evening, *and* respond to two other posts by Thursday evening. (A posting without a follow-up response to two other posts can earn you a maximum of 5 of the 10 points for the week’s assignment.)
- Discussion forums 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 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 Sakai “Forums” page for more detail about my expectations.

2) Take-home exams and papers

Take-home exams and papers (see below for the latter option) should be submitted as a single PDF file via the course Sakai page 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. 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. **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 1/29 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 to find easily and quickly 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 above), 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 cite these editions. Digitized German-language editions of the works of Marx, Nietzsche and Freud are available as links on the Sakai Resources page. A German-language version of Hegel’s *Reason in History* is likewise available at that page as a PDF. (To allow other students to respond effectively, please do *not* cite non-English materials without translation in the weekly Forums.)

Paper option: The three take-home exams listed on the Sakai Assignments page on the course Sakai site must be completed by all students, with the following two exceptions:

- 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.
- Students in the course’s **honors section** will be expected to submit, by the due date of each take-home exam, a paper on a single topic. These students should contact me about their topic at least two weeks before the next submission deadline, so that we still have time to discuss it before they 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.

Weekly assignments

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

Jan. 17 Introduction

KARL MARX (1818-1883)

Jan. 19

- 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. 24

- 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.

Jan. 26

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

**[Jan 30th (and each subsequent Monday),
11:55pm: discussion-board post due.]**

Jan. 31

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

Feb. 2

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

**[Feb. 2 (and each subsequent Thursday),
11:55pm: discussion-board responses to two
other students' posts due.]**

Feb. 7

- *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].

Feb. 9

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

[Fr. Feb 10th: first take-home due]

FRIEDRICH NIETZSCHE (1844-1900)

Feb. 14

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

Feb. 16

- *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].

Feb. 21

- *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.

Feb. 23

- *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].

Feb. 28

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

Mar. 2

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

Mar. 7

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

Mar. 9

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

[Spring Break]

Mar. 21

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

Mar. 23

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

SIGMUND FREUD (1856-1939)

Mar. 28

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

Mar. 30 [NO LECTURE TODAY]

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

[Fr. March 31st: second take-home due]

Apr. 4

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

Apr. 6

- *Basic Writings of Sigmund Freud, The Psychopathology of Everyday Life*, 3-54.
- Ricoeur, Paul. "Interpretation as Exercise of Suspicion," in: Ricoeur, Paul. *Freud and Philosophy: An Essay on Interpretation*. Trans. Denis Savage. New Haven: Yale University Press,

1970, 32-36 [**pdf**; the file includes more than just these pages, for those who are interested].

Apr. 11

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

Apr. 13

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

Apr. 18

- *Moses and Monotheism*, 3-65.

Apr. 20

- *Moses and Monotheism*, 66-133.

Apr. 25

- Horkheimer, Max, Theodor W. Adorno. *Dialectic of Enlightenment: Philosophical Fragments*. Stanford, Calif: Stanford University Press, 2002, xiv-34 [**pdf**].

Apr. 27

- Horkheimer and Adorno. *Dialectic of Enlightenment*, xiv-34 [**pdf**].

[Th. May 4th: 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/

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/

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.