

Philosophy UN2301  
Spring 2018  
MW: 10:10-11:25

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& by appointment

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### HISTORY OF PHILOSOPHY III: KANT TO NIETZSCHE

#### Required Texts:

- \*Immanuel Kant, *Critique of Practical Reason*, trans. Mary Gregor (Cambridge)
- \_\_\_\_\_, *Critique of Pure Reason* [excerpts available through CourseWorks]
- \_\_\_\_\_, "Idea for a Universal History with a Cosmopolitan Purpose" [available through CourseWorks]
- \*G. W. F. Hegel, *Introduction to the Philosophy of History* (CreateSpace)
- \_\_\_\_\_, *Phenomenology of Spirit* [excerpts available through Course Works]
- \*Søren Kierkegaard, *The Sickness unto Death* (Princeton)
- Ludwig Feuerbach, *The Essence of Christianity* (Ungar) [excerpts available through CourseWorks]
- \*Arthur Schopenhauer, *The World as Will and Representation*, vol. 1 (Dover)
- \*Friedrich Nietzsche, *On the Genealogy of Morals* (Vintage)

\*Book can be purchased at Book Culture.

A bibliography of recommended secondary sources will be handed out later.

#### Schedule of Class Meetings

<b>Immanuel Kant</b>	
Jan. 17, 22	Nature and task of metaphysics: <i>Critique of Pure Reason</i> , 1st & 2nd Prefaces;
	and <i>Critique of Practical Reason</i> : 5: 50-4
24	Defining practical reason: <i>Critique of Practical Reason</i> : 5: 3-6, 15-16, 19-22
29	Principles of practical reason (morality): <i>Critique of Practical Reason</i> : 5: 23-
36	
31	Proof of freedom: <i>Critique of Practical Reason</i> : 5: 42-57, 94-106
Feb. 5	Proof of God and immortality: <i>Critique of Practical Reason</i> : 5: 107-41
7, 12	"Idea for a Universal History with a Cosmopolitan Purpose"
<b>G. W. F. Hegel</b>	
14, 19	<i>Introduction to the Philosophy of History</i>
21	Desire and self-consciousness: <i>Phenomenology of Spirit</i> , ¶¶166-7, 174-7
26	Struggle for recognition: <i>Phenomenology of Spirit</i> , ¶¶178-80, 185-92
28	Master and slave: <i>Phenomenology of Spirit</i> , ¶¶193-6
Mar. 5	Master and slave (continued)

- Ludwig Feuerbach**  
 Mar. 7 *The Essence of Christianity*
- [SPRING BREAK]
- Søren Kierkegaard**  
 19 *The Sickness unto Death*, Preface, Introduction Part I: A ("Despair Is the Sickness unto Death"), B ("The Universality of this Sickness")  
 21 *The Sickness unto Death*, Part I: C ("The Forms of this Sickness")  
 26 *The Sickness unto Death*, Part I: C ("The Forms of this Sickness"), cont'd  
 28 *The Sickness unto Death*, Part II: "Despair is Sin" (only pp. 77-9)
- Arthur Schopenhauer**  
 Apr. 2 Will as thing in itself: *World as Will and Representation*, §§1-2, 5, 17-18, 23,  
 29  
 4, 9 Suffering, renunciation of life: *World as Will and Representation*,  
 §§54, 56-7, 59-60, 68, 71
- Friedrich Nietzsche**  
 11, 16 Good and evil: *On the Genealogy of Morals*, Preface and First Essay  
 18, 23, 25, 30 Slave morality and guilt: *On the Genealogy of Morals*, Second Essay

**Course Requirements:**

- Regular attendance of class meetings
- Three papers:       1) 3 pp. (900 words), due February 11, midnight  
                              2) 5 pp. (1500 words), due March 9, 5:00 p.m.  
                              3) 6 pp. (1800 words), due April 30, 10:10 a.m.
- One take-home midterm exam: given out, March 19; due March 23, 5:00 p.m.
- One 3-hour final exam, Wednesday, May 9, 9:00 a.m.-noon

**[Please note: the final will be given at this time only. Plan end-of-year travel accordingly.]**

**Final Grades:**           1/2 Papers    1/6 Midterm exam           1/3 Final exam

**A passing grade on each paper and exam is required to pass the course.** Irregular attendance can influence final grades (negatively) in borderline cases.

**Grades:** In this course I use the full range of the grading scale, A to F. B's are for good work; merely satisfactory work receives a C. Since A designates *excellence*, it's unlikely that, say, 1/3 of the class will receive a final grade of A. On the other hand, if half the class does excellent work, half the class will receive an A.

All assignments are to be completed in accordance with the **Barnard Honor Code**. Columbia students commit themselves to the Honor Code upon registering for a Barnard course. The code says: "**We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present . . . written work that is not entirely our own.**"

The penalty for **plagiarism** will be failure of the course in all cases. If you are in any doubt as to what constitutes the illegitimate use of another person's work, don't hesitate to consult me.

**E-mail:** You may contact me by e-mail when you have a question that can be answered in a sentence or two (e.g., about course requirements or to set up an appointment). When you have philosophical questions, please come to my office hours or make an appointment with me. I'm happy to meet you as often as you like, but I won't carry on philosophical exchanges via e-mail.

Students who need disability-related accommodations should both see me and stop by the Office of Disability Services as soon as possible.

**Computers:** I don't disallow computers in the classroom. However, I'm aware that students who use one will also be using it to check email and surf the web. This is a bad idea. As the *New York Times* reports: "**A growing body of evidence shows that college students learn less when they use computers during lectures. They also tend to earn worse grades. The research is unequivocal: laptops distract from learning, both for users and for those around them**" (November 22, 2017).