

The following syllabus is an expanded version of the syllabus that I used when I taught Late 19th and Early 20th Century Philosophy at UCLA in Summer 2015. It has been extended from a 6 week course to a quarter-long course. This course could also be taught as a graduate course; readings to include in a graduate version of this course are listed at the end of the syllabus.

Nietzsche, Husserl, Freud (upper-division course) (taught Summer 2015)

NIETZSCHE, FREUD, HUSSERL UCLA, SUMMER 2015

Meetings: TBA

Instructor: Jonathan Gingerich

Email: jgingerich@wustl.edu

Cell: [see course website] (I'm unlikely to answer texts and calls after 7 PM)

Office: TBA

Office Hours: TBA

Website: TBA

Course Description

This course will examine the work of three turn-of-the century thinkers who rejected large swaths of Enlightenment philosophical thought about value, interpretation, and our relationship to the world and other people, and who developed distinctive naturalistic theories of human consciousness: Nietzsche, Freud, and Husserl. In this course, we will read and discuss a selection of key writings by Nietzsche, Freud, and Husserl about the nature of the self, rationalism, our relationship to the world outside of ourselves, and the nature of value. We will also look at a small amount of secondary literature considering the connections between Nietzsche and Freud, Nietzsche and Husserl, and Freud and Husserl.

Because of the small size of this class, and in order to provide an opportunity to improve your ability to read and understand primary philosophical texts without the aid of lectures and secondary texts, this course will be heavy on discussion, and serious participation from students will be necessary. Although I may talk for 15 or 20 minutes at the start of some meetings to provide context and background, I do not anticipate doing much more lecturing than that. Instead, my role will largely be to guide, encourage, and participate in our discussion.

Texts

The following texts are required:

- Friedrich Nietzsche, *The Birth of Tragedy and Other Writings*, trans. Ronald Speirs (Cambridge: Cambridge UP, 1999) (ISBN 0521639875).
- Friedrich Nietzsche, *On the Genealogy of Morality*, trans. Carol Diethe (Cambridge: Cambridge University Press, 2006) (ISBN 052169163X).
- Sigmund Freud, *Civilization and Its Discontents*, trans. James Strachey (New York: W.W. Norton & Company, 2010) (ISBN 0393304515).
- Edmund Husserl, *Cartesian Meditations: An Introduction to Phenomenology*, trans. Dorion Cairns (Dordrecht: Kluwer Academic Publishers) (ISBN 902470068X)

The campus bookstore will have these texts. They are also available from many online booksellers. All other readings will be posted on the course website. ***Please bring the assigned reading with you to class, as it will form the basis for our discussions.***

Screen Free Classroom

In order to avoid distractions and to promote lively participation, thoughtful note taking, and good cheer, I ask that you bring (1) a paper notepad, (2) a writing utensil, and (3) a paper copy of the reading to every class meeting, **and refrain from using your cell phones, tablets, and laptops in class.** Please notify me if special circumstances, such as an injury or a disability, require you to take notes electronically. Please also notify me if obtaining hard copies of the course materials poses a problem for you.

Course Requirements and Grading

Philosophy is a conversational activity. In order for this collaborative endeavor to work, you must complete the assigned reading before class and arrive prepared to discuss it. You owe it not only to yourself, but to your fellow students, to come prepared, and to bring your energy and enthusiasm to share.

All of the following course requirements must be completed to receive a passing grade in the course. If you are concerned that you may not be able to satisfy one of the course requirements on time, please get in touch with me as soon as possible.

Class Participation

Regular class attendance and active participation will be essential in this collaborative, discussion-based course. Consistently helpful contributions to class discussion may result in the raising of a student's final grade by up to a third of a full letter (e.g. from a B to a B+). Likewise, I may lower the final grade by up to one third of a full letter (e.g. from a B to a B-) in case of spotty attendance or failure to contribute productively to class discussion.

Note that philosophical conversation is more about listening and thinking than it is about speaking, especially when the conversation involves more than two people. I do not care about the quantity but rather about the thoughtfulness of your contributions to the discussion. A

thoughtful contribution is one that arises from the careful attention you will pay to your face-to-face interlocutors and to the text.

Short Writing Assignments

Throughout the term, I will ask you to **write seven short (2-3 page, double-spaced) response papers to the reading assignment**. In calculating your grade, I will count your 5 highest short paper grades.

You may turn in a reading response paper through the course website the morning of each lecture by 9:00 AM. You should also submit a hard copy of your reading response paper in class.

The purpose of the reading response papers is to get you thinking about the readings before we meet and discuss them, let you practice and improve your philosophical writing, and provide you with a chance to try out ideas and arguments that you may wish to develop in your final paper.

Late submissions of reading response papers will not be accepted except in extraordinary circumstances. I strongly recommend that you not wait until the middle of the course to begin submitting papers so they don't pile up.

A few pointers for writing reading response papers:

- You don't need to do any additional reading or research to write these papers; you simply need to read the assigned texts and think about questions that emerge from them.
- You should avoid merely summarizing the reading. Instead, you should look for thoughts in the readings that excite, confuse, intrigue, or infuriate you and write about them. If you do this, you are likely to write about important interpretative (what does the author mean?) or critical (is the author right?) issues. Comparative points (what is the relationship between one author and another?) may also arise over the course of the term.
- You don't have to write on everything in the reading for a particular day. Indeed, it would be best to select a narrower topic, because if you try to write about everything, you're likely to end up merely summarizing.
- You don't need to try to be original in your reading response papers. The aim is just for you to think critically and clearly about the text and try to understand it.
- Reading responses may serve as a good starting point for our discussion in class. If there is something you'd like to talk about in class, consider writing about it in a reading response paper.
- Reading response papers may also serve as a good starting point for a term paper: if our reading addresses a topic that you think you might want to write your term paper about, consider writing about it in a reading response.

Final Paper

The final paper should be approximately 12-15 pages, double-spaced. It may be on a topic of your choosing, but I strongly recommend that you make your final paper an expansion of one of your better short writing assignments.

An optional draft of the final paper is due on the course website by 5:00 PM on Thursday of week 8. I will provide comments on any draft submitted by this deadline no later than the morning of Thursday of week 9. Late drafts will not be accepted.

The final paper is due on the course website by 5:00 PM on Friday of Week 10. Aside from last minute emergencies, extensions must be arranged at least 24 hours in advance.

Final Grades

Final grades will be computed as follows:

- 50% Short Papers (x7)
- 50% Final Paper

Final grades may be adjusted up or down by a third of a grade to reflect class participation.

Reading Schedule by Meeting

Unit 1, Weeks 1-3: Nietzsche

1. Nietzsche, *Birth of Tragedy*, §§ 1-10
2. Nietzsche, *Birth of Tragedy*, §§ 11-17
3. Nietzsche, *Birth of Tragedy*, §§ 18-25
4. Nietzsche, *Genealogy of Morality*, Preface and First Essay
5. Nietzsche, *Genealogy of Morality*, Second Essay
6. Nietzsche, *Genealogy of Morality*, Third Essay

Unit 2, Weeks 4-5: Freud

7. Freud, *Introductory Lectures on Psycho-Analysis*, lectures 2-4 [course website]
8. Freud, *Civilization and Its Discontents*, ch. 1-3
9. Freud, *Civilization and Its Discontents*, ch. 4-6
10. Freud, *Civilization and Its Discontents*, ch. 7-8

Unit 3, Weeks 6-8: Husserl

11. Husserl, *Cartesian Meditations*, Introduction and First Meditation
 12. Husserl, *Cartesian Meditations*, Second Meditation
 13. Husserl, *Cartesian Meditations*, Third Meditation
 14. Husserl, *Cartesian Meditations*, Fourth Meditation
 15. Husserl, *Cartesian Meditations*, Fifth Meditation and Conclusion
 16. Husserl, "Philosophy and the Crisis of European Humanity" [course website]
- OPTIONAL ROUGH DRAFTS DUE THROUGH COURSE WEBSITE BY 5 PM ON THURSDAY OF WEEK 8.**

Unit 4: Weeks 9-10: Contrasts and Similarities

17. Jeffrey M. Jackson, "Confronting the Mundane: Remarks on Reading Husserl's *Crisis Through Freud*" [course website]

18. Kristen Brown Golden, "Live Free or Battle: Subjectivity for Nietzsche and Husserl" [course website]

19. Wendy Brown, "The Desire to Be Punished: Freud's 'A Child Is Being Beaten'" [course website]

20. Brian Leiter, "The Hermeneutics of Suspicion: Recovering Marx, Nietzsche, and Freud" [course website]

FINAL PAPER DUE THROUGH COURSE WEBSITE BY 5 PM ON FRIDAY OF WEEK 10.

Possible Additional Readings if Taught as a Graduate Course

Nietzsche, "On Truth and Lying in a Nonmoral Sense"

Freud, "A Child is Being Beaten"

Husserl, *Crisis of European Sciences*, §§ 1-7

Husserl, *Crisis of European Sciences*, §§ 56-66

Husserl, *Crisis of European Sciences*, §§ 67-72

Rudolf Bernet, "Unconscious Consciousness in Husserl and Freud"

Aaron L. Mishra, "Husserl and Freud: Time, Memory and the Unconscious"

Wendy Brown, "Politics without Bannisters: Genealogical Politics in Nietzsche and Foucault"

Michel Foucault, "Nietzsche, Freud, Marx"

Angella Alles Bello, "Culture and Utopia in the Phenomenological Perspective"