

Nietzsche

PHIL350 (22332)/450H (22052)

PLSC510 (22053)/510H (22054)

Spring 2014 – 3 hours

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COURSE DESCRIPTION: Nietzsche is perhaps the most influential philosopher of the last 150 years, contributing to a wide range of philosophical and political approaches, and his insights and provocations continue to animate debate in contemporary times. Moving beyond his (mis)appropriation by the Nazis, this class will consider how the major themes of his work (the will to power, eternal recurrence, *ressentiment*, nihilism, genealogy, etc.) have influenced a wide range of political and philosophical schools of thinking, including conservatism, critical theory, postmodernism, and feminism. The class will be taught as a seminar, emphasizing class discussion and a research paper related to some theme or aspect of Nietzsche's work. The course may be of particular interest to students with interests in art, philosophy, religion, literature, political theory, sociology, psychology, and/or history.

This course fulfills the Humanities & Arts requirement in General Education. Any subsequent changes to this syllabus will be announced in class if minor, or else distributed in writing.

STUDENT LEARNING OUTCOMES, METHODS, & ASSESSMENT MEASURES IN PHIL350/450H,

PLSC510/510H: This course is designed to achieve the following student learning outcomes. For each student learning outcome (SLO), there is a method for achieving it and an assessment procedure for measuring it.

SLO 1: Engage in reasoned inquiry and self-reflection regarding the various values, beliefs, attitudes, and habits that define the nature and quality of life.

Method: Read material thoroughly and think critically in order to make connections between the material and your own understanding of the ultimates of life.

Assessment: Students will participate in seminar-style discussions. In-depth writing assignments will gauge their understanding of the intertextual nature of the ideas in the course and their implications for lived value systems.

SLO 2: Model reflective participation in a learning community by learning to communicate with others effectively in speech and writing.

Method: Share your reactions and understanding of philosophical issues with your classmates and learn to understand other perspectives by listening carefully and communicating clearly in class discussion and written assignments.

Assessment: Students are expected to display their engagement with the ideas in the course on a daily basis in class and will be judged for the quality of their participation in classroom and online discussions.

SLO 3: Recognize the constructed nature of knowledge, i.e., the way in which knowledge arises from a diversity of perspectives.

Method: Learn to identify multiple perspectives on life issues and then engage this diversity of perspectives by dialectically taking ownership of them as possible viewpoints within yourself.

Assessment: Students will apply their developing understanding of the constructed nature of knowledge through examination of a key theme of this course: human freedom. As the students come to understand the intricacies of this theme, they will be asked to explain them in written and oral forms throughout the course.

UNIVERSITY-LEVEL COMPETENCIES: PHIL350/450H, PLSC510/510H is part of the Touchstone Program, Winthrop University's distinctive approach to general education. Thus, the course helps students make progress toward the following University-Level Competencies.

Competency 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Method: The course requires critical thinking about the nature of personhood, responsibility, the construction of knowledge, the nature of morality, and the metaphysics of time and human being. As such, it involves careful reading and rigorous writing about complex philosophical positions.

Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Method: The course requires two papers and active seminar-style discussion. Students will receive constructive comments on the effectiveness of their communication in these endeavors.

TEXTS

In Bookstore:

1. Friedrich Nietzsche, *Nietzsche: The Birth of Tragedy and Other Writings*, trans. Ronald Speirs (Cambridge, ISBN 978-0521639873)
2. Friedrich Nietzsche, *The Gay Science*, trans. Walter Kaufmann (Vintage, ISBN 978-0394719856)
3. Friedrich Nietzsche, *Thus Spoke Zarathustra*, trans. Adrian Del Caro and Robert Pippin (Cambridge, ISBN 978-0521602617)
4. Friedrich Nietzsche, *On the Genealogy of Morality*, trans. Maudemarie Clark and Alan Swensen (Hackett, ISBN 978-0872202832)

5. Friedrich Nietzsche, *The Twilight of the Idols and The Anti-Christ*, trans. R. J. Hollingdale (Penguin, ISBN 978-0140445145)
6. David B. Allison, *Reading the New Nietzsche* (Rowman and Littlefield, ISBN 978-0847689804)

Electronic Texts (Dacus Library Reserve):

1. Christopher Boehm, "Purposive Social Selection and the Evolution of Human Altruism," in *Cross-Cultural Research* vol. 42, n. 4.
2. Norman O. Brown, "Apollo and Dionysus" in *Life Against Death* (pdf pp. 157-176)
3. Connolly, "Agonism and Democracy"
4. Daniel W. Conway, excerpt from *Nietzsche and the Political*
5. Conway, "Life and Self-Overcoming" in *A Companion to Nietzsche*, Ansel-Pearson, ed. (pdf, Dacus Electronic Reserves)
6. Christopher Emden, "Interpretation and Life: Outlines of an Anthropology of Knowledge" in *Nietzsche on Language, Consciousness, and the Body* (pp. 124-162)
7. Michel Foucault, *Discipline and Punish* (pdf excerpts); "What is Enlightenment?" (pdf)
8. Fraser and Gordon, "A Genealogy of *Dependency*: Tracing a Keyword of the U.S. Welfare State" (pdf)
9. Paul Loeb, "Identity and Eternal Recurrence" in *A Cambridge Companion to Nietzsche*, Ansel-Pearson, ed.
10. Robert Pippin, "Nietzsche's Alleged Farewell: The Premodern, Modern, and Postmodern Nietzsche" in *The Cambridge Companion to Nietzsche*
11. Jörg Salaquarda, "Nietzsche and the Judaeo-Christian Tradition" in *The Cambridge Companion to Nietzsche*
12. John H. Smith, "Nietzsche: *Logos* against Itself and the Death of God" in *Dialogues between Faith and Reason* (pdf)
13. Tracy Strong, "Nietzsche's Political Misappropriation" in *The Cambridge Companion to Nietzsche*
14. Mark C. Taylor, "The Death of God" in *Erring: A Postmodern A/theology* (pdf pp. 19-33)
15. Julian Young, "The Birth of Tragedy" in *Nietzsche's Philosophy of Religion* (pdf pp. 14-33)

EXPECTATIONS OF THE STUDENT

1. Class Attendance: Because this class is largely based on discussion and much of the critical "action" occurs in the classroom, your attendance is imperative. Attendance will be taken and is a factor in your class participation grade (about which see below). Absence for a valid reason given in advance is excusable but inadvisable. More than two unexcused absences will lower your grade. Fewer than two absences may improve your grade.



2. Class Participation: One principal purpose of this course is to develop the student's skills in interpreting difficult and historical texts, in recognizing the influence of religious and philosophical thought in contemporary contexts, and finally in constructing persuasive and well-reasoned arguments about these issues. Becoming an active participant in discussion, displaying the poised "ready position" of an engaged thinker, and offering your own opinions, questions, and arguments are excellent ways to achieve the purpose of this course. Please note that the instructor understands that some personalities are congenitally disposed to more extraverted and talkative forms than others. Your participation will be judged by your seriousness of attitude as well as prolificacy in speech. This component will be worth 100 points. For graduate students and honors students only, the participation component will involve at least

one discussion-leading task; leaders will design questions—in consultation with the instructors—that guide the discussion of the material for that day.

3. Assignments:

Weekly Discussion Group Assignments: In most weeks of the course, the student will be required to contribute to online discussion forums hosted on Blackboard. Except in weeks entailing other assignments, spring break, etc., there will appear on Blackboard a set of question-threads centered upon that week’s readings. The student will be required (a) to respond directly to at least one question and (b) to respond to at least one comment of another student. The purpose of this exercise is to provide the student a further avenue for digestion and exploration of our materials and to exchange with other students ideas, thoughts, that they inspire. Discussion in these forums beyond the above requirements may improve the student’s class participation grade. The comments are due by 11:59 PM on the specified Saturday of the week. Each week’s comments are worth 20 points for a total of 200 points in the course.

Papers: Students will write two papers. The first is worth 300 points, and the final paper is worth 400 points. The page requirements vary by undergraduate/graduate and honors/non-honors status in the following way:

Non-honors undergraduates

Paper 1: 4-5 pages

Paper 2: 7-8 pages

Graduate students

Paper 1: 5-6 pages

Paper 2: 9-10 pages

Honors undergraduates

Paper 1: 5-6 pages

Paper 2: 8-9 pages

GRADING

Classroom Participation and Preparation:	100 points
Discussion Boards:	200 points
Paper 1:	300 points
Paper 2:	400 points
<hr/> TOTAL	<hr/> 1000 points

Grading scale:

	930-1000: A	900-929: A-
870-899: B+	830-869: B	800-829: B-
770-799: C+	730-769: C	700-729: C
670-699: D+	630-669: D	600-629: D-
0-599: F		

PLAGIARISM: Students in this course should be aware of the strong sanctions against plagiarism (misrepresentation of another person’s work as one’s own) stated in the Student Conduct Code. (See section V. Student Academic Misconduct of the Student Conduct Code in the Student Handbook.) If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials and the works of others, be sure to consult the instructor. Proper citation procedures are provided in all standard writing manuals. For more information, see the Student Handbook at www.winthrop.edu/studentaffairs.

STUDENTS WITH DISABILITIES: Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell me so that I am aware of your accommodations well before the first {test/paper/assignment}.

Unit One: The Birth of Tragedy		
<u>Required Readings:</u> Allison, Reading the New Nietzsche, "Preface", "Introduction" Deleuze, "Nomad Thought" (pdf, Dacus Electronic Reserve) Nietzsche, The Birth of Tragedy. (It is recommended to read the whole work, but read at least the following sections: §§1-15 and "Attempt at Self-Criticism") Nietzsche, "Homer's Contest" (pdf, Dacus Electronic Reserve) Allison, "The Birth of Tragedy"		
<u>Supplementary Readings:</u> ¹ Young, "The Birth of Tragedy" Brown, "Apollo and Dionysus"		
Primary Themes: Nietzsche's Thought in general Nietzsche on the ancient Greeks Nietzsche's Philosophy of Life Nietzsche's Philosophy of Religion Nietzsche's Psychology of Religion		
Tentative Schedule:		
Unit 1	Monday	Wednesday
Jan. 13	(course intro)	<u>Nietzsche</u> , "Attempt at a Self-Criticism" (preface to <i>Birth of Tragedy</i>) <u>Deleuze</u> , "Nomad Thought" (pdf, Dacus Electronic Reserve)
Jan. 20	In honor of Martin Luther King Day, classes do not meet	<u>Deadline for first set of Discussion Group Entries is Sat., Jan. 25 at 11:59 PM</u> <u>Nietzsche</u> , "Homer's Contest" (pdf, Dacus Electronic Reserve) <u>Allison</u> , <i>Reading the New Nietzsche</i> , "Preface"; "Introduction"
Jan. 27	<u>Allison</u> , "The Birth of Tragedy" <u>Nietzsche</u> , <i>The Birth of Tragedy</i> (§§1-15, min.)	(cont.) <u>Deadline for second set of Discussion Group Entries is Sat., Feb. 1</u>
Feb. 3	<u>Brown</u> , "Apollo and Dionysus"	(cont.) <u>Deadline for third set of Discussion Group Entries is Sat., Feb. 8</u>

Unit Two: The Gay Science
<u>Required Readings:</u> Nietzsche, "On Truth and Lie in a Non-Moral Sense" (in <i>Birth of Tragedy</i> /Speirs, 139-153) Nietzsche, <i>The Gay Science</i> . (It is recommended to read the whole work, but read at least the following sections: Book One: §§1-4, 11-14, 19, 21-24, 26, 28, 39, 54; Book Two: §§57-59, 75; Book Three: §§108-145; Book Four: §§276, 277, 283, 285, 289, 290-293, 316, 326, 327, 333, 335-342; Book V: §§343-356, 370-383)

¹ May be required, depending on how our time goes.

<u>Supplementary Readings:</u> Taylor, "The Death of God" (pdf, Dacus Electronic Reserves) Emden, "Interpretation and Life: Outlines of an Anthropology of Knowledge" (pdf, Dacus Electronic Reserves)		
Primary Themes: Nietzsche's Philosophy of Religion: the Death of God thesis Nietzsche's Moral Philosophy Nietzsche's Epistemology: Perspectivism, Naturalism		
Tentative Schedule:		
Unit 2	Monday	Wednesday
Feb. 10	<u>Allison</u> , "The Gay Science" <u>Nietzsche</u> , "On Truth and Lie" <u>Nietzsche</u> , <i>The Gay Science</i> (as above)	(cont.) <u>Deadline for fourth set of Discussion Group Entries is Sat., Feb. 15</u>
Feb. 17	<u>Taylor</u> , "The Death of God"	(cont.) <u>Deadline for fifth set of Discussion Group Entries is Sat., Feb. 22</u>
Feb. 24	<u>Emden</u> , "Interpretation and Life"	(cont.)

Wednesday, Feb. 26: MidTerm Essays Due

Last day to withdraw from a Spring semester course: Mar. 12 (W)

Unit Three: Thus Spoke Zarathustra		
<u>Required Readings:</u> Allison, "Thus Spoke Zarathustra" Nietzsche, <i>Thus Spoke Zarathustra</i> (entire) Nietzsche, <i>The Gay Science</i> , §§340-342 (review)		
<u>Supplementary Readings:</u> Loeb, "Identity and Eternal Recurrence" (pdf, Dacus Electronic Reserves) Conway, "Life and Self-Overcoming" (pdf, Dacus Electronic Reserves)		
Primary Themes: Nietzsche's Philosophy of Life Nietzsche's Metaphysics: the Will to Power Nietzsche's Metaphysics: the doctrine of Eternal Return		
Tentative Schedule:		
Unit 3	Monday	Wednesday
Mar. 3	<u>Allison</u> , "Thus Spoke Zarathustra" <u>Nietzsche</u> , <i>Thus Spoke Zarathustra</i> (entire)	(cont.) <u>Deadline for sixth set of Discussion Group Entries is Sat., March 8</u>
Mar. 10	<u>Conway</u> , "Life and Self-Overcoming"	(cont.) <u>Deadline for seventh set of Discussion Group Entries is Sat., March 15</u>
Mar. 17	Spring Break	
Mar. 24	<u>Nietzsche</u> , <i>The Gay Science</i> , §§340-342 <u>Loeb</u> , "Identity and Eternal Recurrence"	(cont.) <u>Deadline for eighth set of Discussion Group Entries is Sat., March 29</u>

Unit Four: The Genealogy of Morals		
<u>Required Readings:</u> Allison, "The Genealogy of Morals" Nietzsche, <i>The Genealogy of Morals</i> (It is recommended to read the whole work, but read at minimum the following: Lecture I, Lecture II, Lecture III (§§1, 10-18, 25, 28) Nietzsche, <i>Beyond Good and Evil</i> §23 (pdf, Dacus Electronic Reserves)		

<u>Supplementary Readings:</u> Salaquarda, "Nietzsche and the Judeo-Christian Tradition" (pdf, Dacus Electronic Reserves) John H. Smith, "Nietzsche: <i>Logos</i> against Itself and the Death of God" (pdf, Dacus Electronic Reserves) Michel Foucault, <i>Discipline and Punish</i> (pdf excerpts); "What is Enlightenment?" (pdf) Fraser and Gordon, "A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State" (pdf) Christopher Boehm, "Purposive Social Selection and the Evolution of Human Altruism" (pdf)		
Primary Themes: Nietzsche's Moral Philosophy Nietzsche's Philosophy of Religion Nietzsche's Psychology of Religion		
Tentative Schedule:		
Unit 4	Monday	Wednesday
Mar. 31	<u>Allison</u> , "The Genealogy of Morals" <u>Nietzsche</u> , <i>The Genealogy of Morals</i> (as above)	(cont.) <u>Deadline for ninth set of Discussion Group Entries is Sat., April 5</u>
Apr. 7	<u>Smith</u> , "Nietzsche: <i>Logos</i> against Itself and the Death of God" Michel Foucault, <i>Discipline and Punish</i> (pdf excerpts); "What is Enlightenment?"	Fraser and Gordon, "A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State" <u>Deadline for tenth set of Discussion Group Entries is Sat., April 12</u>

Unit Five: Twilight of the Idols		
<u>Required Readings:</u> Nietzsche, <i>Twilight of the Idols</i> (entire)		
<u>Supplementary Readings:</u> Conway, from <i>Nietzsche and the Political</i> (pdf, Dacus Electronic Reserves) Tracy Strong, "Nietzsche's Political Misappropriation" in <i>Cambridge Companion</i> Connolly, "Agonism and Democracy" Pippin, "Nietzsche's Alleged Farewell: The Premodern, Modern, and Postmodern Nietzsche" (pdf, Dacus Electronic Reserves)		
Primary Themes: Madness Nietzsche's Legacy		
Tentative Schedule:		
Unit 5	Monday	Wednesday
Apr. 14	<u>Nietzsche</u> , <i>Twilight of the Idols</i>	(cont.) <u>Deadline for eleventh set of Discussion Group Entries is Sat., April 19 (EXTRA CREDIT)</u>
Apr. 21	Pippin, "Nietzsche's Alleged Farewell: The Premodern, Modern, and Postmodern Nietzsche"	

Monday, April 28: Final Essays Due