COURSE SYLLABI:

19TH-CENTURY PHILOSOPHY: IDEALISM AS MODERNISM

LECTURE NOTES:

PROFESSOR: Chris Latiolais, Chair
Philosophy Department
Kalamazoo College
Humphrey House #201
Telephone # 337-7076

Offices Hours:
1) Mon. 8:00 - 10:00.
2) Tues. 11:30- 12:30.
3) By Appointment.

COURSE GOALS:
This course introduces students to 19th-century, Continental-European philosophy by reading representative works by Kant, Schiller, Hegel, Marx, Kierkegaard and Nietzsche. The central theme of the course is the concept of human freedom. We begin by examining Immanuel Kant's famous "Copernican Revolution" in philosophy, in which he limited human knowledge to a "mechanically conceived" nature in order to introduce a radical conception of human freedom. We will then examine, in chronological order, how the major figures of the 19th-century tradition interpret, criticize, and develop Kant's radically new conception of human freedom, particularly in light of its sharp contrast to natural causality. A central question raised by post-Kantian philosophers is how such a radical conception of human freedom could account for how human actually develop and shape their identities in social settings. What would count as a "free" or "autonomous" self-determination of one's own life with others. As we will see, each subsequent philosopher offers a different account of how such self-shaping is possible.

EVALUATION:
Students will be evaluated on the basis of class participation, vocabulary quizzes, midterm examinations and a final paper.

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<thead>
<tr>
<th>TYPE OF EVALUATION</th>
<th>FREQUENCY</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Class Participation: Seminar presentations, classroom discussion and email correspondence</td>
<td>1 @ 30% = 30%</td>
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<tr>
<td>Midterm Assignment</td>
<td>1 @ 30% = 30%</td>
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<tr>
<td>Quizzes</td>
<td>6 @ 5% = 30%</td>
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<tr>
<td>Final Paper (10-15 pages)</td>
<td>1 @ 30% = 30%</td>
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POLICIES:

Students are expected to follow the reading schedule and to come to class prepared to actively discuss the texts they have read. More specifically, students must bring their texts to class with marginal notes, highlighted or underlined passages of particular importance, and pages marked where they have encountered difficulties in understanding the material. Quizzes offer students the opportunity to identify and to clarify central terms and concepts. The midterm assignments allow student to write essays on key philosophical issues and arguments, and the final paper offers students the opportunity to respond in depth to a single topic. The final paper is due on the day scheduled for the final examination. 3 unexcused absences will result in a full grade reduction. Late papers will be marked down a half grade for the first day and a full grade for the second day. All work must be turned in at the end of term, unless alternative assignments have been given by the instructor.

TEXTS:


GERMAN ACROSS THE CURRICULUM COMPONENT: Selected texts may be read in the German original. GAC students will be given alternative assignments and weekly tutorials.

BRIDGE READING COMPONENT: Students interested in linking course material to their major course of study will be given special readings and assignments. Tutorial meetings are required, and the final paper must be completed in consultation with professor in home department.

Psychology: Students interested in exploring the philosophical foundations of developmental psychology will be given readings that link the...
course to the works of Jean Piaget, Lawrence Kohlberg and Carol Gilligan. Students interested in issues of identity formation in self-psychology and psychoanalysis will be given a different set of readings. See Psychology Bridge-Readings (Philosophy Homepage).

**Political Science:** Students interested in examining the philosophical roots of current debates in political theory and feminist philosophy will be given readings by contemporary political thinkers who analyze modern politics in the light of 19th-century philosophers.

**Religion:** Students interested in a fuller examination of Kierkegaard's theology in contemporary discussions will be given readings that discuss Kierkegaard's critique of secular identity formation.

### READING SCHEDULE

**1. HISTORICAL INTRODUCTION: THE KANTIAN LEGACY:**

**WEEK ONE**

**TUESDAY:**
1. Introductory Lecture: "Kant's Transcendental Idealism."

**THURSDAY:**
1. Pinkard, Introduction (pp. 1-19).

**WEEK TWO**

**TUESDAY:**
2. Quiz #1.

**2. SCHILLER'S RECONCILIATION OF FREEDOM AND NATURE: AESTHETIC SELF-DEVELOPMENT:**

**THURSDAY:**
1. Schiller, Letter One to Twelve.
2. Quiz #2.

**WEEK THREE**

**TUESDAY:**
1. Schiller, Letters Thirteen to Twenty-Seven (Cont.).

**WEDNESDAY EVENING MOVIE: American Beauty (8:00 PM, OU 103):**

**THURSDAY:**
1. Schiller (end).
2. Quiz #3.

**3. HEGEL'S ACCOUNT OF SELF-DEVELOPMENT: LOGICAL SELF-DETERMINATION AS SELF-HISTORICIZING:**

**WEEK FOUR**

**TUESDAY:**
2. Hegel, "Philosophy Must Become Scientific." (pp. 1-29).

**WEDNESDAY EVENING MOVIE: Waterland (8:00 PM, OU 103):**

**THURSDAY:**
1. Hegel, "The idea of a Phenomenology of the Spirit" (pp. 29-57).
2. Pinkard, "Hegel's Phenomenology of Spirit" (pp. 214 - 246).
3. Quiz #4.

**WEEK FIVE**

**TUESDAY:**
1. Hegel, "Truth" & "Conclusion" (pp. 57-113).
2. First Midterm Examination.
THURSDAY:
1. Hegel, "The Struggle of Master and Slave" [Handout].

4. MARX’S CRITIQUE OF IDEALISM: THE MATERIALIST ACCOUNT OF SELF-FORMATION:

WEEK SIX

TUESDAY:

THURSDAY:

5. KIERKEGAARD’S ATTACK UPON AUTO-TELC ACCOUNTS OF IDENTITY FORMATION: “RESTING TRANSPARENTLY IN ANOTHER”:

WEEK SEVEN

TUESDAY:

WEDNESDAY EVENING MOVIE: Babette’s Feast (8:00 PM, OU 103):

THURSDAY:
1. Kierkegaard, Fear and Trembling, "Preliminary Expectoration" & "Problema 1" (pp. 27-68).

WEEK EIGHT

TUESDAY:
1. Kierkegaard, Fear and Trembling (end.)

6. NIETZSCHE’S GENEALOGICAL "UNMASKING" OF IDEALISM AND MATERIALISM: THE SELF AS THE WILL TO POWER:

THURSDAY:
1. The Genealogy of Morals, Preface & "Good and Evil, "Good and Bad (pp. 1-57).

TUESDAY: WEEK NINE

THURSDAY: THANKSGIVING HOLIDAY.

TUESDAY: WEEK TEN
1. Nietzsche, Beyond Good and Evil (pp. 95-119)
2. Closing Comments.
3. Student Evaluations.

FINALS WEEK