

Late Modern Philosophy (PHH 4440)

W-F, 12:00-1:50 p.m.
ED/112



Instructor: Dr. Marina P. Banchetti

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Office Hours: W-F, 10:00-11:00 a.m.
3:30-4:30 p.m.

Credit Hours: 4 credits

Klaus Kinski as *Fitzcarraldo* (Dir. Werner Herzog)

Textbooks:

W. T. Jones, *A History of Western Philosophy, Volume IV: Kant and the Nineteenth Century*, second edition, revised (New York: Harcourt Brace, 1997).

Immanuel Kant, *Prolegomena to Any Future Metaphysics*, the Paul Carus translation, extensively revised by James W. Ellington (New York: Hackett Publishing Company, 1977).

Immanuel Kant, *Foundations of the Metaphysics of Morals*, translated and with an introduction by Lewis White Beck (Indianapolis: Pearson/Prentice Hall, 1990).

G.W.F. Hegel, *Reason in History*, translated and with an introduction by Robert S. Hartman (Oxford: Oxford University Press, 1967).

G.W.F. Hegel, *Philosophy of Right*, translated with notes by T. M. Knox (Indianapolis: Pearson/Prentice Hall, 1998).

Arthur Schopenhauer, *Philosophical Writings*, edited by Wolfgang Schirmacher, translated by E. F. Payne (New York: Continuum Press, 1998).

Additional required and recommended readings are posted on Blackboard.

Course Credit Hours:

This 4-credit course fulfills a core history of philosophy requirement for the philosophy major. The prerequisite for this course is PHH 3420 ("Early Modern Philosophy").

Catalog Description:

An in-depth study of major 18th and 19th century European philosophers, with an emphasis on Kant and Hegel, though other philosophers may also be covered. The course focuses on contributions to metaphysics, epistemology, ethics, and social and political philosophy.

Course Objectives:

This course will conduct a careful examination of the major Western philosophers of the late 18th and 19th centuries. Although the most intensively discussed philosophers will be Immanuel Kant, G.W.F. Hegel, and Arthur Schopenhauer, the lectures and assigned readings will also touch upon the ideas of other important philosophers such as J.S. Mill, Karl Marx, Søren Kierkegaard, and Friedrich Nietzsche. This course will focus on some of the major work written by Kant, Hegel, and Schopenhauer and will pay special attention to their methods, presuppositions, and contributions to the theory of knowledge, logic, foundations of mathematics, metaphysics, ethics, aesthetics, and social/political philosophy. Attention will also be paid to the historical context both of Kantian and of 19th century thought.

Academic Expectations:

IMPORTANT: As a professor, I have high academic expectations from students. My courses are conducted as University-level courses, not as extensions of high school classes.

All students in my courses are expected to have successfully made the transition from high school to University and are expected to demonstrate:

- Intellectual and personal maturity
- Serious attitude
- Clear priorities
- Self-discipline
- Commitment
- Work ethic
- Time management skills

These intellectual and personal traits are imperative for success in this course. One important difference that distinguishes college level classes from high school classes is that, in college, the burden of the educational effort is on the shoulders of the student -- the professor conveys information and answers questions, but it is the student's responsibility to become an "active" learner.

Another difference is the amount of study time that is required for a class. The traditional college norm is that, for every credit hour (i.e., standard 50 minute period) per week spent in the classroom, a student should plan on spending at least two hours per week, outside the classroom, learning the subject matter of the course.

Florida Atlantic University conforms to the above-described expectations. Therefore, students in this course will be expected to complete at least two hours of course work outside of class for every one credit hour, that is, at least eight (8) hours of studying outside of class (reading, reviewing, or otherwise studying the material until it is fully mastered).

Students are expected to come to class prepared, that is, they are expected to have read and digested the reading assigned during the previous class period and to have reviewed previous lecture notes. Classes will be conducted with the assumption that students are fully prepared in this manner.

If a student is unable to purchase the textbooks at the beginning of the semester, it is his/her responsibility to find a way to access the assigned readings until he/she is able to purchase the books. No excuses will be accepted for not completing the required reading in a timely manner and as assigned.

Attendance is not taken in this class. However, given the abstract and complex nature of the subject matter, students are strongly advised to maintain perfect attendance, to arrive on time, and not to leave early (see also the "Policy on Classroom Conduct" on p. 5 of this syllabus).

Course Mechanics:

Each class period will consist of lecture and discussion of the assigned readings.

Students should not depend on the professor to announce reading and/or video viewing assignments. The reading and/or video viewing assignments for each class period are listed in the 'Course Outline', which begins on p. 8 of this syllabus.

Students are encouraged to contribute to the class lectures by asking informed questions, that is, questions that demonstrate familiarity with the assigned readings. Students, however, should respect class time and should avoid monopolizing class discussion. If class discussion does not clarify a concept for a student, that student should see the professor during office hours.

One difference that distinguishes college level classes from high school classes is that, in college, the burden of the educational effort is on the shoulders of the student -- the instructor conveys information and answers questions, but it is the student's responsibility to become an "active" learner.

Another difference is in the amount of "outside" work (i.e., "homework") done for a class. The traditional college norm is that, for every "hour" (i.e., standard 50 minute period) spent in the classroom, a student should plan on spending at least two hours outside the classroom learning the subject matter of the course through additional reading or class assignments (e.g., for a course that meets three hours per week, a student should commit at least six hours a week of study time, reading, reviewing notes, etc.).

Florida Atlantic University conforms to the above-described expectations. Therefore, students in this course will be assigned and expected to complete at least of two hours of course work outside of class for every one credit hour, for a total of at least eight (8) hours minimum of course work

outside of class. For this course, this outside course work will consist of reviewing class notes and completing reading assignments. Regular quizzes will be administered in order to ensure that students have completed these assignments. Students should come to each class prepared for a quiz by having reviewed their class notes and by having read and digested all assigned readings.

Course Evaluation Method:

Quizzes

There will be regular quizzes based on assigned readings and class lectures. The purpose of these quizzes is to allow students to regularly assess their progress in the course and to identify any areas in which further study is required.

The quiz dates are listed in the 'Course Outline', along with the material covered by each quiz.

Quizzes may be administered either at the beginning or end of class. Students are, therefore, strongly advised not to be absent, not to be late for class, and not to leave class early.

There will be 10 quizzes and the average of the quizzes will be worth 1/4 (25%) of the class grade, and student will receive a '0' for each quiz that is missed.

Exams

There will be an exam after each major segment that is covered, for a total of three (2) semester exams. These exams may be a combination of multiple choice/true-false, short answer, and/or essays questions. Each exam is worth 1/4 (25%) of the class grade.

Study guides for each of the exams (including the final exam) are posted on Blackboard. The study guides list the concepts and ideas for which students will be responsible on the exams.

The exam dates are listed in the 'Course Outline'. Students will receive a '0' for each missed exam.

Since the professor is required to meet classes on the scheduled date for final examination, but since there will not be a cumulative final examination in this course, Exam #4 will be administered on the scheduled final examination date. Exam #3 will, therefore, be on **Friday, April 28, 10:30 a.m.-1:00 p.m.**

Grading Policy:

- Quiz Average: 25%
- Exam #1: 25%
- Exam #2: 25%
- Exam #3: 25%

Grading Scale:

100-92: A
91-90: A-
89-88: B+
87-82: B
81-80: B-
79-78: C+
77-72: C
71-70: C-
69-68: D+
67-62: D
61-60: D-
Below 60: F

Make-up policy:

The dates for all quizzes and exams are listed on the syllabus, and students will receive a '0' for each missed quiz and/or exam. There will be no make-up work permitted for a missed quiz or exam, unless this is due to a University-approved absence (see "Attendance and University Absence Policy", on p. 8 of this syllabus, for a list of approved University absences).

As per University policy, if a quiz or exam is missed due to another University-approved absence, the student is responsible for notifying the professor prior to the date of the examination and to bring written documentation to justify the absence.

If a quiz or exam is missed due to illness, the student is responsible for bringing written documentation, signed by a medical professional, upon his/her return to University. In either of these cases, the professor will arrange for the student to make-up the missed exam during the professor's office hours.

Extra-Credit Policy:

There will be absolutely no extra credit work permitted in this course.

Policy on Incompletes:

The following University policy on grades of incomplete will be strictly followed:

Should a student need to request an 'I' (Incomplete) grade for this course, that student must provide (1) a written request stating his/her reasons for requesting an incomplete and (2) written documentation to support his/her reasons for making the request.

Without exception, the student making the request must have completed at least 75% of the course work and must be passing the course with at least a 'C' average.

If a student meets these criteria, I will consult the Chair of the department and, if both the Chair and I approve of the student's request, I will decide upon a deadline for the work to be completed by the student.

In all cases, University policy states that if the work is not completed by the established deadline, the Registrar's Office will automatically change the 'I' to an 'F'.

Once the student has turned in all of the work required to complete the course by the stated deadline, he/she bears full responsibility for following through and confirming that the 'I' has been changed to a grade.

Absolutely no exceptions will be made to this policy.

Policy on Classroom Conduct:

The college or University classroom is a place for the conveyance of knowledge. Ideally, there is productive interaction between the professor and the students that helps facilitate the achievement of this goal. For this reason, a set of customary rules of courtesy applies to classroom situations, particularly at the college level. Both professors and students have rights and responsibilities, both should respect the other, both should do all they can do to help the educational process to achieve its maximum effectiveness and to help the classroom truly become an environment for learning. The policies below are not exhaustive but provide some specific expectations in this class:

- As per University Policy, cellular phones and pagers should be turned off during class (see p. 8 of syllabus for University Policy on communication devices). Students violating this policy will be kindly asked to either turn off their devices or leave the class.
- Students are not allowed to use laptops or other electronic devices in class.
- Videotaping or recording class lectures is not permitted.
- Students should attend class consistently, arrive on time, and not leave early.
- Students should always communicate and interact respectfully with the professor and with all their fellow students.
- Respectful communication applies to e-mail exchanges, which should be courteous and not overly informal in tone.
- Students should avoid monopolizing or interrupting classroom discussion and should avoid monopolizing the professor's office hours at the detriment of other students.
- Eating and drinking in class is not permitted.

Policy on Plagiarism:

"While those who pass on their knowledge to us through their writings deserve our thanks, those who steal the writings of others and present them as their own ideas deserve the greatest reproach [...] and are deserving of strict reprimand and punishment." (Marcus Vitruvius Pollio, *De architectura libri decem*, Book VII, Introduction, Part 3. London: Benjamin Bloom Pub., 1968)

Plagiarism, i.e., the presenting of the words or ideas of another person as one's own, is a serious academic offense, which may result in failure in a course or in suspension from the University. The philosophy department and its faculty will, absolutely and without exception, enforce the University policy regarding plagiarism.

Quotation of another person's words must be indicated in one of the standard ways. This applies to all quoted material, including passages, sentences, and important parts of sentences that are used *verbatim*. Do not paraphrase or virtually quote passages by changing a few words or the

word order.

Relating the information in a quote by using different word or expressions, without paraphrasing, also requires citation.

As well, the use of another person's ideas, even without quoting or paraphrasing, requires citation. The source of all quoted matter and the source of all ideas and information that are taken from the work of another person and that are not a matter of general knowledge must be indicated by the proper use of reference notes. Remember this: When in doubt as to whether or not citation is required, it is better to be safe and use reference notes than not to use them.

If not familiar with the proper use of reference notes, either consult with your professor or consult one of the many reference manuals available in the library (such as the MLA manual of style, the Chicago manual of style, or the APA (American Psychological Association) manual of style). Always inquire whether your professor has a particular stylistic preference regarding citations (that is, either MLA, Chicago style, or APA).

Remember this: Reference notes show that an idea or information came from a published source. Quotation marks show that the specific words of another person are being used. Students are expected to be familiar with section 6C5-4.001 of the Florida Administrative Code (printed on p. 72 of the University Catalog), which describes the penalties incurred by students when they engage in academic irregularities such as plagiarism.

Drop-Dates:

The students are advised to keep the following dates in mind:

January 15: Last day to register/drop/add or withdraw with full refund.

January 22: Last day to drop or withdraw without receiving a W.

February 6: Last day to drop or withdraw with 25% tuition adjustment.

April 7: Last day to drop or withdraw without receiving F.

Officially dropping a course is the student's responsibility. If, for whatever reason, a student stops attending class, completing the assignments, or taking the tests, that student should make sure he/she officially drops this course. Otherwise, he/she will receive an 'F' in the course. No exceptions will be made to this.

Official Holidays and Breaks:

January 16: Martin Luther King Jr. Holiday.

March 6-12 Spring Recess.

Other Important Dates:

April 24: Last day of classes.

April 25-26: Reading Days

April 27-May 3: Final examination week.

May 8: Grades due in Registrar's office by 9:00 a.m.

Communication Devices:

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.

Attendance on the First Day of Class:

Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

Attendance and University Absence Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities

It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence." (<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>)

Florida Atlantic University Code of Academic Integrity (Honor Code):

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other.

Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Accommodations for Students with Disabilities:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses - Boca Raton, Davie and Jupiter - however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Course Outline

Part 1

**Immanuel Kant
(1724-1804)**

The Critical Philosophy

January 11, 2017 - Syllabus and General Introduction

Readings:

- 1. "Introduction" and "The Age of Reason" (Chapter 1), in *Kant and the Nineteenth Century*, pp. xix-13.
- 2. Immanuel Kant, "Introduction", in *Prolegomena to Any Future Metaphysics*, pp. viii-xiv.

January 13, 2017 – The Critical Philosophy

Readings:

- 3. "Kant: Theory of Knowledge" (Chapter 2), in *Kant and the Nineteenth Century*, pp. 14-27.
- 4. Immanuel Kant, "Preface" and "Preamble", in *Prolegomena to Any Future Metaphysics*, pp. 1-24.

Recommended Readings:

- Omri Boehm, "Kant's Regulative Spinozism" (Blackboard).

January 18, 2017 – Kant's 'Copernican Revolution'

Quiz #1 – Readings 1-4 and lecture notes.

Readings:

- 5. "Kant: Theory of Knowledge" (Chapter 2), in *Kant and the Nineteenth Century*, pp. 27-39.
- 6. Immanuel Kant, "First Part of the Main Transcendental Questions: How is Pure Mathematics Possible?", in *Prolegomena to Any Future Metaphysics*, pp. 25-37.

January 20, 2017 – The Transcendental Aesthetic

Readings:

- 7. "Kant: Theory of Knowledge" (Chapter 2), in *Kant and the Nineteenth Century*, pp. 40-51.
- 8. Immanuel Kant, "Second Part of the Main Transcendental Questions: How is Pure Natural Science Possible?", in *Prolegomena to Any Future Metaphysics*, pp. 38-68.

Recommended Readings:

- Wilfrid Sellars, "Kant's Views on Sensibility and Understanding", *The Monist*, Vol. 51, No. 3 (1967), pp. 463-491 (Blackboard).
- William Harper, "Kant's Empirical Realism and the Second Analogy of Experience", *Synthese* 47 (1981), pp. 465-480 (Blackboard).
- Newton Garver, "Analyticity and Grammar", *The Monist*, Vol. 51, No. 3 (1967), pp. 397-425 (Blackboard).
- S. F. Barker, "Appearing and Appearances in Kant", *The Monist*, Vol. 51, No. 4 (1967), pp. 426-441 (Blackboard).

January 25, 2017 – The Metaphysical and Transcendental Deductions of Space and Time

Readings:

- 9. Immanuel Kant, "Third Part of the Main Transcendental Questions: How is Metaphysics in General Possible?", in *Prolegomena to Any Future Metaphysics*, pp. 69-90.
- 10. Karl Ameriks, "Kant's Transcendental Deduction as a Regressive Argument" (Blackboard).

Recommended Readings:

- Book: Martin Heidegger, *Phenomenological Interpretation of Kant's 'Critique of Pure Reason'* Translated by Parvis Emad and Kenneth Maly (Bloomington: Indiana University Press, 1997) (Blackboard).
- W. H. Walsh, "Kant on the Perception of Time", *The Monist*, Vol. 51, No. 3 (1967), pp. 376-396 (Blackboard).
- Jaakko Hintikka, "Kant on the Mathematical Method", *The Monist*, Vol. 51, No. 3 (1967), pp. 352-375 (Blackboard).

January 27, 2017 - The Transcendental Analytic and the Deduction of the Categories

Quiz #2 - Readings 4-10 and lecture notes.

Readings:

- 11. "Kant: Theory of Knowledge" (Chapter 2), in *Kant and the Nineteenth Century*, pp. 51-64.
- 12. Daniel C. Kolb, "Thought and Intuition in Kant's Critical System" (Blackboard).

Recommended Readings:

- Book: Béatrice Longuenesse, *Kant and the Capacity to Judge: Sensibility and Discursivity in the Transcendental Analytic of the 'Critique of Pure Reason'*, Translated from the French by Charles T. Wolfe (Princeton University Press, 1998) (Blackboard).
- Robert Howell, "Apperception and the 1787 Transcendental Deduction", *Synthese* 47 (1981), pp. 385-448 (Blackboard).
- Michael Meyer, "Why Did Kant Write Two Versions of the Transcendental Deduction of the Categories?", *Synthese* 47 (1981), pp. 357-383 (Blackboard).
- Stephen Körner, "The Impossibility of Transcendental Deductions", *The Monist*, Vol. 51, No. 3 (1967), pp. 317-331 (Blackboard).

February 1, 2017 - The Transcendental Self and the Unity of Experience**Readings:**

- 13. "Kant: Theory of Knowledge" (Chapter 2), in *Kant and the Nineteenth Century*, pp. 64-68.
- 14. Immanuel Kant, "Conclusion: On the Determination of the Bounds of Pure Reason", in *Prolegomena to Any Future Metaphysics*, pp. 91-104.

Recommended Readings:

- Lewis White Beck, "Kant on the Uniformity of Nature", *Synthese* 47 (1981), pp. 449-464 (Blackboard).

February 3, 2017 – Kant’s Critique of the Proofs for God’s Existence and Regulative Concepts

Quiz #3 – Readings 10-14 and lecture notes.

Readings:

- 15. Immanuel Kant, “Solution to the General Question of the Prolegomena: ‘How is Metaphysics Possible as a Science?’”, in *Prolegomena to Any Future Metaphysics*, pp. 105-110.
- 16. Immanuel Kant, “Appendix: On What Can be Done to Make Metaphysics as a Science Actual”, in *Prolegomena to Any Future Metaphysics*, pp. 111-122.

Recommended Readings:

- Stanley G. French, “Kant’s Constitutive-Regulative Distinction”, *The Monist*, Vol. 51. No. 4 (1967), pp. 623-639 (Blackboard).

Exam #1 – February 8, 2017

Part 2

**Immanuel Kant
(1724-1804)**

The Moral Philosophy

February 10, 2017 – The Basis for Moral Knowledge

Readings:

- 17. “Kant: Theory of Value” (Chapter 3), in *Kant and the Nineteenth Century*, pp. 69-81.
- 18. Immanuel Kant, “Introduction”, in *Foundations of the Metaphysic of Morals*, pp. vii-xxvi.

February 15, 2017 – Deontological Ethics and the Good Will

Readings:

- 19. “Kant: Theory of Value” (Chapter 3), in *Kant and the Nineteenth Century*, pp. 81-90.
- 20. Immanuel Kant, “Preface”, “First Section” and “Second Section”, in *Foundations of the Metaphysic of Morals*, pp. 3-62.

February 17, 2017 – Hypothetical Imperatives vs. the Categorical Imperative

Quiz #4 – Readings 17-20 and lecture notes.

Readings:

- 21. “Kant: Theory of Value” (Chapter 3), in *Kant and the Nineteenth Century*, pp. 90-99.
- 22. A.C. Genova, “Kant’s Transcendental Deduction of the Moral Law” (Blackboard).

February 22, 2017 – The Table of Duties and Critique of Kantian Ethics

Readings:

- 23. Immanuel Kant, “Third Section”, in *Foundations of the Metaphysic of Morals*, pp. 63-82.

Recommended Readings:

- Christopher Arroyo, “Kant on the Emotion of Love”, *European Journal of Philosophy* (2017) (Blackboard).
- Sonia Sikka, “On the Value of Happiness: Herder Contra Kant”, *Canadian Journal of Philosophy*, 37:4 (2007), pp. 515-546 (Blackboard).

Part 3

Arthur Schopenhauer (1788-1860)

February 24, 2017 – Schopenhauer and Kant

Readings:

- 24. “Reactions Against Kant: Hegel and Schopenhauer” (Chapter 4), in *Kant and the Nineteenth Century*, pp. 100-108.
- 25. “Introduction”, in Arthur Schopenhauer, *Philosophical Writings*, pp. vii-xviii.
- 26. J. Hutchinson Stirling, “Schopenhauer in Relation to Kant” (Blackboard).
- 27. David E. Cartwright, “Locke as Schopenhauer’s (Kantian) Philosophical Ancestor” (Blackboard).

Recommended Readings:

- Hilde S. Hein, “Schopenhauer and Platonic Ideas” (Blackboard).
- Henry Walter Brann, “Schopenhauer and Spinoza” (Blackboard).

March 1, 2017 – The Principle of Sufficient Reason

Quiz #5 – Readings 21-27 and lecture notes.

Readings:

- 28. “Reactions Against Kant: Hegel and Schopenhauer” (Chapter 4), in *Kant and the Nineteenth Century*, pp. 144-147.

- 29. Arthur Schopenhauer, Part I of *Philosophical Writings*, pp. 3-68.
- 30 Dale E. Snow, "Was Schopenhauer an Idealist?" (Blackboard).

Recommended Readings:

- Arthur O. Lovejoy, "Schopenhauer as an Evolutionist" (Blackboard).

March 3, 2017 – The World as Representation

Readings:

- 31. "Reactions Against Kant: Hegel and Schopenhauer" (Chapter 4), in *Kant and the Nineteenth Century*, pp. 147-150.
- 32. Arthur Schopenhauer, Part II of *Philosophical Writings*, pp. 69-124.
- 33. Arthur Schopenhauer, Prize Essay on "The Freedom of the Will" (Blackboard).

March 6-March 12 – Spring Recess

March 15, 2017 – The World as Will

Quiz #6 – Readings 28-33 and lecture notes.

Readings:

- 34. "Kierkegaard and Nietzsche" (Chapter 6), in *Kant and the Nineteenth Century*, pp. 235-261.
- 35. Arthur Schopenhauer, Part II of *Philosophical Writings*, pp. 125-200.

Recommended Readings:

- Eugene Thacker, "Darklife – Negation, Nothingness, and the Will-to-Life in Schopenhauer" (Blackboard).
- Grace Neal Dolson, "The Influence of Schopenhauer Upon Friedrich Nietzsche" (Blackboard).

March 17, 2017 – The Basis of Ethics

Readings:

- 36. Arthur Schopenhauer, Part III of *Philosophical Writings*, pp. 201-300.
- 37. David E. Cartwright, "Schopenhauer's Compassion and Nietzsche's Pity" (Blackboard).

Recommended Readings:

- Russell B. Goodman, "Schopenhauer and Wittgenstein on Ethics" (Blackboard).
- Milan, Vukomanovic, "Schopenhauer and Wittgenstein - Assessing the Buddhist Influences on their Conceptions of Ethics " (Blackboard).

March 22, 2017 – Aesthetics and 'Salvation'

Quiz #7 – Readings 33-37 and lecture notes.

Readings:

- 38. “Reactions Against Kant: Hegel and Schopenhauer” (Chapter 4), in *Kant and the Nineteenth Century*, pp. 150-159.
- 39. Vid Simoniti, “Schopenhauer on the Epistemological Value of Art” (Blackboard).
- 40. Harlow Vale, “Schopenhauer’s Metaphysics of Music (Blackboard).

Recommended Readings:

- Bart Vandenabeele, “Schopenhauer on Sense Perception and Aesthetic Cognition” (Blackboard).
- Bart Vandenabeele, “Schopenhauer, Nietzsche, and the Aesthetically Sublime” (Blackboard).

Exam #2 – March 24, 2017

Part 4

**G.W.F. Hegel
(1770-1831)**

March 29 – German Idealism, the Legacy of Kant, and the Intellectual Context of Hegelian

Philosophy

Readings:

- 41. “Reactions Against Kant: Hegel and Schopenhauer” (Chapter 4), in *Kant and the Nineteenth Century*, pp. 108-118.
- 42. “Introduction”, in G.W.F. Hegel, *Reason in History*, pp. ix-xl.

Recommended Readings:

- Karl Rosenkrantz and Geo S. Hall, “Hegel’s Relation to His Philosophical Contemporaries - Schelling, Baader, Krause, Herbart, Schopenhauer” (Blackboard).

March 31, 2017 – The Nature of Reality and the Dialectic Process

Readings:

- 43. “Reactions Against Kant: Hegel and Schopenhauer” (Chapter 4), in *Kant and the Nineteenth Century*, pp. 118-128.
- 44. G.W.F. Hegel, “Part I: The Three Methods of Writing History” and “Part II: Reason as the Basis of History”, in *Reason in History*, pp. 3-19
- 45. Kenley R. Dove, “Hegel’s Phenomenological Method” (Blackboard).

Recommended Readings:

- Yitzhak Melamed, "Determination, Negation, and Self-Negation in Spinoza, Kant, and Hegel" (Blackboard)
- Franz Knappik, "Hegel's Essentialism. Natural Kinds and the Metaphysics of Explanation in Hegel's Theory of 'the Concept'", *European Journal of Philosophy* (2017) (Blackboard).

April 5, 2017 – The Phenomenology of Spirit

Quiz #8 – Readings 41-45 and lecture notes.

Readings:

- 46. "Reactions Against Kant: Hegel and Schopenhauer" (Chapter 4), in *Kant and the Nineteenth Century*, pp. 129-134.
- 47. G.W.F. Hegel, "Part III: The Idea of History and Its Realization", in *Reason in History*, pp. 20-67.

Recommended Readings:

- Terry P. Pinkard, "The Logic of Hegel's Logic" (Blackboard).

April 7, 2017 – Objective Spirit – Law, Morality, and the Ethical Life

Readings:

- 48. "Reactions Against Kant: Hegel and Schopenhauer" (Chapter 4), in *Kant and the Nineteenth Century*, pp. 134-144.
- 49. G.W.F. Hegel, "Preface" and "Introduction", in *Philosophy of Right*, pp. 1-36.

Recommended Readings:

- Frederick Neuhouser, "Deducing Desire and Recognition in the Phenomenology of Spirit" (Blackboard).

April 12, 2017 – Objective Spirit – The Concept of Freedom

Quiz #9 – Readings 46-49 and lecture notes.

Readings:

- 50. "Kierkegaard and Nietzsche" (Chapter 6), in *Kant and the Nineteenth Century*, pp. 207-235.
- 51. G.W.F. Hegel, "First Part: Abstract Right" and "Second Part: Morality", in *Philosophy of Right*, pp. 37-104.

April 14, 2017 – Objective Spirit – The State

Readings:

- 52. G.W.F. Hegel, "Third Part: Ethical Life", in *Philosophy of Right*, pp. 105-154.
- 53. Shlomo Avineri, "Hegel and Nationalism" (Blackboard).

Recommended Readings:

- Susanne Lettow, "Modes of Naturalization: Race, Sex and Biology in Kant, Schelling, and Hegel", *Philosophy and Social Criticism* (2013), pp. 1-15 (Blackboard).

April 19, 2017 - Hegel and the French Revolution**Readings:**

- 54. G.W.F. Hegel, "Part IV: "The Course of World History", in *Reason in History*, pp. 68-95.
- 55. G.W.F. Hegel, "Third Part: Ethical Life", in *Philosophy of Right*, pp. 155-223.

April 21, 2017 - Absolute Spirit

Quiz #10 - Readings 50-55 and lecture notes.

Readings:

- 56. R. C. Solomon, "Hegel's Concept of 'Geist'" (Blackboard).
- 57. Emil L. Fackenheim, "On the Actuality of the Rational and the Rationality of the Actual" (Blackboard).

Exam #3 - Friday, April 28, 10:30 a.m.-1:00 p.m. (in ED 112)