

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area German
Fiscal Unit/Academic Org Germanic Languages & Lit - D0547
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3353
Course Title German Intellectual History: Marx, Nietzsche, and Freud
Transcript Abbreviation Intell Hist Marx
Course Description Marx, Nietzsche, and Freud are essential for understanding intellectual thought in the late nineteenth and twentieth century. They have retained their importance into the twenty-first century. The focus of the course will be the way in which Marx, Nietzsche, and Freud reconceived the notion of history, historical progress, and historiography.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0501
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

The course will expose students to some of the preeminent thinkers in the German tradition. This exposure will compel a thoroughgoing involvement with these thinkers and thereby sharpen the students' own response, judgment, and evaluation skills.

Sought concurrence from the following Fiscal Units or College

Philosophy, History

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- see attached GE rationale statement

Content Topic List

- see attached sample syllabus

Attachments

- German 3353 Holub.docx: Sample syllabus
(Syllabus. Owner: Miller,Natascha)
- GE rationale German 3353.docx: GE rationale statement
(Other Supporting Documentation. Owner: Miller,Natascha)
- GE Assessment Plan German 3353.docx: GE assessment plan
(GEC Course Assessment Plan. Owner: Miller,Natascha)
- concurrence Philosophy.pdf: Concurrence Philosophy
(Concurrence. Owner: Miller,Natascha)

Comments

- Concurrence from History was requested on 10/29/12. *(by Miller,Natascha on 10/30/2012 01:40 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	10/30/2012 02:06 PM	Submitted for Approval
Approved	Fischer,Bernhard	10/30/2012 03:46 PM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:55 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	10/30/2012 08:55 PM	ASCCAO Approval

Syllabus Template for German 3353: German Intellectual History: Marx, Nietzsche, and Freud

(1) Instructor: Professor Robert C. Holub

(2) NA

(3) Office: 340 Hagerty Hall

Phone: (614) 292-0821

(4) Meeting Time: TTh 9:35-10:55

Location: Jennings Hall -136

(5) **German 3553**

Marx, Nietzsche, Freud

Fulfills GE Culture and Ideas

Expected Learning Outcomes:

- 1. Students analyze and interpret major forms of human thought, culture, and expression.**
- 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.**

Students will read three major figures writing in Germany from the middle of the nineteenth century until the third decade of the twentieth century. Through lectures, class discussions, papers, and examinations students will be familiarized with how these writers have contributed to modern thought and which of their ideas have had consequences for the course of human action in the twentieth and twenty-first centuries.

(6) Course Description: In this course we will examine the positions of three seminal thinkers on the nature of human history. Karl Marx, Friedrich Nietzsche, and Sigmund Freud were perhaps the three most important German writers for twentieth century thought. Although they worked in different fields – Marx devoted most of his mature thought to political economy, Nietzsche was a philosopher and cultural critic, Freud concentrated on the human psyche – each has had significant influence beyond their more narrow specialty. In particular each developed a unique view of history and of historical process. We will examine seminal writings of Marx, Nietzsche, and Freud, in order to discern (1) what their views of history were, (2) how their view of history informs or is informed by their more general projects, and (3) how their views of history measure up against each other. We will begin the course with some general reflections on history and historiography, in particular with a brief look at Kant's and Hegel's remarks on history. Then we will proceed to texts by the three main authors.

(7) Readings: Immanuel Kant, "Idea of a Universal History from a Cosmopolitan Point of

View”; Georg Wilhelm Friedrich Hegel, “Introduction” to his *Philosophy of History*; Karl Marx, “Economic and Philosophic Manuscripts of 1844,” “Preface” to *A Contribution to the Critique of Political Economy*, *The Communist Manifesto*, *The Eighteenth Brumaire of Louis Napoleon*, sections from *Capital*; Friedrich Nietzsche, *The Birth of Tragedy*, *On the Advantage and Disadvantage of History for Life*, *On the Genealogy of Morals*; Sigmund Freud, *Introductory Lectures to Psychoanalysis*, *The Future of an Illusion*, *Civilization and its Discontents*.

Books: Books will be put on reserve so that students can purchase the books or read them in the library.

All selections from Marx, except for the *Eighteenth Brumaire*, found in *The Marx-Engels Reader*. Ed. Robert C. Tucker. New York: Norton, 1978.

Nietzsche, Friedrich. *The Birth of Tragedy*. Trans. Douglas Smith. Oxford: Oxford UP, 2000.

Nietzsche, Friedrich. *On the Advantage and Disadvantage of History for Life*. Trans. Peter Preuss. Indianapolis: Hackett, 1980.

Nietzsche, Friedrich. *On the Genealogy of Morals*. Trans. Douglas Smith. Oxford: Oxford UP, 1996.

Freud, Sigmund. *An Outline of Psycho-Analysis*. Trans. James Strachey. New York: Norton, 1969.

Freud, Sigmund. *Civilization and Its Discontents*. Trans. James Strachey. New York: Norton, 1961.

Freud, Sigmund. *The Future of an Illusion*. Trans. James Strachey. New York: Norton, 1961.

The selections from Kant and Hegel, as well as Marx’s *Eighteenth Brumaire* will be available in a course reader.

All course materials available in University Bookstore.

(8) Assignments: reading assignments average around 75 pages per week.

1. A midterm examination: Will be given in one class period. Typically I give a choice of two or three essay questions, one of which must be answered.
2. A final examination: Typically I ask students to write two essays; I give choices for each of the essays. Students receive the examination the last day of classes. They can think about their answers at home and bring in one page of notes, which they must turn in with their examination; but must write the essays in the examination period.
3. One paper (circa 10 pages long, double spaced) due in the week prior to Thanksgiving.

Typically I give out three sample topics, but will allow other topics if students check with me first.

[Students may substitute a paper for either the midterm or the final, but anyone wishing to do this, must see me first.]

(9) Grading based on the following percentages: midterm (30%); paper (30%); final (40%).

(10) Grading Scale:

100-93 A	79-77 C+	
92-90 A-	76-73 C	
89-87 B+	72-70 C-	
86-83 B	69-67 D+	
82-80 B-	66-63 D	below 63 E

(11) Scheduling of examinations and assignments: midterm after the completion of the selections from Karl Marx. Paper due on Friday of the week prior to Thanksgiving. Final examination during the regularly scheduled finals period.

(12) Class attendance policy: Students are expected to attend class, but will not be penalized for failure to attend.

(13) **Weekly Outline**

Week One:	Introduction to historical thinking; Kant's "Idea of a Universal History from a Cosmopolitan Point of View"
Week Two	Finish Kant; Hegel's "Introduction" <i>Philosophy of History</i>
Week Three	Marx: <i>Economic and Philosophic Manuscripts of 1844</i>
Week Four	Finish Economic and Philosophic Mss.; Preface to <i>A Contribution to the Critique of Political Economy</i>
Week Five	<i>Communist Manifesto</i>

Week Six	<i>Capital</i>
Week Seven	<i>Eighteenth Brumaire</i>
Week Eight	Nietzsche: (<i>Birth of Tragedy</i> I-XV)
Week Nine	<i>On the Advantage and Disadvantage of History for Life</i>
Week Ten	<i>The Genealogy of Morals</i> (Preface and First Essay)
Week Eleven	<i>The Genealogy of Morals</i> (Second and Third Essays)
Week Twelve	Freud: <i>Outline of Psychoanalysis</i>
Week Thirteen	<i>The Future of an Illusion</i>
Week Fourteen	<i>Civilization and its Discontents</i>
Week Fifteen	Finish <i>Civilization and its Discontents</i> and review term

(14) “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#)

(15) “Students with disabilities that have been certified by the [Office for Disability Services](#) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.”

GE Rationale – German 3353

A GE rationale that answers specifically the following questions:

a) How do the course objectives address the GE category expected learning outcomes?

Since the first learning outcome is to “analyze and interpret major forms of human thought, culture, and expression,” these courses accomplish this task by exposing the student to major figures in German intellectual history, all of whom are dealing with important issues relating to “human thought, culture, and expression.”

The second learning outcome is listed as follows: “Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.” Since students are reading major figures in German intellectual history who have dealt with issues such as “the character of human beliefs, the perception of reality, and the norms that guide human behavior,” students will accomplish this learning outcome by their exposure to exemplary figures in the German tradition who share these concerns.

b) How do the readings assigned address the GE category expected learning outcomes?

The readings are, without exception, from major figures in German intellectual history.

c) How do the topics address the GE category expected learning outcomes?

The topics deal with these same major and exemplary figures in German intellectual history.

d) How do the written assignments address the GE category expected learning outcomes?

The focus of the written assignments will be analysis and interpretation of major statements by major figures in German intellectual history.

e) How does the course aim to sharpen students’ response, judgment, and evaluation skills?

The courses will expose students to some of the preeminent thinkers in the German tradition. This exposure, the lectures by the course instructor, the discussions involving other students, and the assignments students complete will compel a thoroughgoing involvement with these thinkers and thereby sharpen the students’ own response, judgment, and evaluation skills.

GE Assessment Plan – German 3353

A GE assessment plan which [sic] explains how the faculty will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. Successful assessment plans include the following:

a) Description of the specific methods the faculty will use to demonstrate that the aggregate of their students are achieving the goals and the expected learning outcomes of this GE category: Thus, if the faculty is planning to use direct measures, such as embedded questions on exams, pre- and post-tests, or a particular essay assignment, provide some examples. If the faculty plans on using indirect measures, such as opinion surveys or student self-evaluations, give concrete examples as well. (Ideally, a plan should include both direct and indirect measures.)

This course will use both direct and indirect measures of assessment. The minimum measures of assessment will be the student evaluations at the end of the course, at least one essay, and an examination. The Department of Germanic Languages and Literatures encourages, however, more frequent use of student feedback during the course in order to insure that learning goals are being accomplished effectively.

b) Explanation of the level of student achievement expected: What will the faculty define as “success” in terms of student achievement of student learning outcomes? For example, of an embedded question, he/she might define “success” as a certain percentage of students answering the question correctly. For an essay, he/she might define success as particular average overall score based on a scoring rubric.

Based on experience with these sorts of courses, the Department harbors the expectation that 90% of students completing assignments will achieve a grade of C or better on their individual assignments.

c) Description of follow-up/feedback process: Once the faculty member collects the data on student achievement, how will he/she use this information to make course improvements? How will the information be archived?

The Department of Germanic Languages and Literatures uses both the SEI (quantitative) and the SRT (qualitative and discursive) forms at the end of the course. The SEI forms are retained centrally; the SRT forms are recorded by the department and retained by individual faculty members for promotion and review cases. All other evaluations during the course will be archived by individual instructors, who will also retain notes on individual students and their progress. Faculty members will modify course materials, method of presentation, assignments, and the content of lectures in accordance with direct and indirect assessment measures to achieve maximum effectiveness in reaching the GE expected learning outcomes.

FW: course concurrence / Germanic L&L

Hubin, Don

Sent: Tuesday, October 30, 2012 8:38 AM**To:** Hens, Gregor

Dear Gregor (if I may),

The Department of Philosophy is pleased to support the creation and GE status applications for the three courses the Department of Germanic Languages and Literatures is proposing: 3352, 3353, and 3354. They appear to be welcome additions to the curriculum.

Best wishes,

Don

Donald C. Hubin, Professor & Chair
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<http://people.cohums.ohio-state.edu/hubin1/>

From: O'Keeffe, Susan**Sent:** Tuesday, October 30, 2012 8:27 AM**To:** D'Arms, Justin; Hubin, Don**Subject:** FW: course concurrence / Germanic L&L

Hi Justin and Don,

Please see below.

Thanks,
Sue

From: Hens, Gregor**Sent:** Monday, October 29, 2012 4:55 PM**To:** O'Keeffe, Susan**Subject:** course concurrence / Germanic L&L

Dear Sue,

the Department of Germanic Languages and Literatures is seeking concurrence from your department for three new course proposals in Intellectual History. We are trying to get these courses through ASC to the registrar by Jan. 1, and we are already running behind. So swift action will be much appreciated!

I'm attaching a description of the series, three sample syllabi, and a GE rationale statement. An email from the Chair is all that's needed.

Thank you,

Gregor Hens
Associate Professor of German
The Ohio State University