

## **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

- concurrence Philosophy.pdf: Concurrence Philosophy  
*(Concurrence. Owner: Miller,Natascha)*
- Concurrence from History.pdf: Concurrence  
*(Concurrence. Owner: Vankeerbergen,Bernadette Chantal)*
- G3353\_Syllabus\_Holub.pdf: Sample Syllabus  
*(Syllabus. Owner: Miller,Natascha)*
- G3353\_GE\_rationale.pdf: GE rationale statement  
*(Other Supporting Documentation. Owner: Miller,Natascha)*
- G3353\_GE\_Assessment\_Plan.pdf: GE course assessment  
*(GEC Course Assessment Plan. Owner: Miller,Natascha)*

## Comments

- Concurrence from History was requested on 10/29/12.

Attached revised syllabus, rationale, and assessment plan on 1/25/2103 *(by Miller,Natascha on 01/25/2013 09:43 AM)*

- See email *(by Hogle,Danielle Nicole on 01/16/2013 03:13 PM)*

**COURSE REQUEST**  
3353 - Status: PENDING

Last Updated: Heysel,Garett Robert  
03/04/2013

**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
Revision Requested	Hogle,Danielle Nicole	01/16/2013 03:13 PM	ASCCAO Approval
Submitted	Miller,Natascha	01/25/2013 09:43 AM	Submitted for Approval
Approved	Fischer,Bernhard	01/25/2013 10:36 AM	Unit Approval
Approved	Heysel,Garett Robert	03/04/2013 07:28 AM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	03/04/2013 07:28 AM	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

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

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

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

Topic:	How History Enters Marx's Economic Analysis in the Communist Manifesto
Week Six	<i>Capital</i>
Topic:	Marx's Practice of History
Week Seven	<i>Eighteenth Brumaire</i>
Topic:	Nietzsche, the Greeks, and the Course of History
Week Eight	Nietzsche: ( <i>Birth of Tragedy</i> I-XV)
Topic:	History and Education in the Second Reich
Week Nine	<i>On the Advantage and Disadvantage of History for Life</i>
Topic:	Good and Bad versus Good and Evil
Week Ten	<i>The Genealogy of Morals</i> (Preface and First Essay)
Topic:	Key Moral Concepts and Ascetic Values
Week Eleven	<i>The Genealogy of Morals</i> (Second and Third Essays)
Topic:	The Outlines of Freud's Theory
Week Twelve	Freud: <i>Outline of Psychoanalysis</i>
Topic:	Religion and History in Freud
Week Thirteen	<i>The Future of an Illusion</i>
Topic:	A Psychoanalytic and Melancholy View of History
Week Fourteen	<i>Civilization and its Discontents</i>
Topic:	Finish Freud and Review of Course
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 three main figures treated in the course – Marx, Nietzsche, and Freud – as well as those we will deal with as an introduction to historical thought – Kant and Hegel – are celebrated for their contributions 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. Marx, Nietzsche, and Freud have been essential contributors to human beliefs in the 20th and 21st century, and they have each in his own way shaped our perception of reality and what the norms are that guide human behavior.*

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. The readings are all drawn from the writings of Marx, Nietzsche, and Freud, as well as two excerpts from Kant and Hegel. They will assist the students in gaining a familiarity with these seminal figures in German and Western 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. The topics will address seminal aspects of the works of Marx, Nietzsche, and Freud, in addition to the two texts on Kant and Hegel. They are important topics in the works and thought of each of these individuals.*

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. The assignments will deal with an exposition of the thoughts of Marx, Nietzsche, or Freud, or a comparison between or among these writers. Students will therefore be directly responsible for demonstrating an understanding of the thought of these seminal thinkers in the German tradition.*



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. The assignments in the course, all dealing with Marx, Nietzsche, and Freud, will force the students to deal with the most important aspects of the thought of these thinkers. Students will be confronted with ideas very likely different from their own, and they will therefore learn and sharpen their judgment and evaluation skills through this comparison and contrast.*

## 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. Students will be asked specifically about their progress in learning about Marx, Nietzsche, and Freud, and their respective views on history.*

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. Success will be focused on the student’s understanding of the historical thought and theory of Marx, Nietzsche, and Freud.*

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. Depending on the evaluations, the faculty members teaching this course will look more carefully on ways to*

*mediate the historical thought of Marx, Nietzsche, and Freud, including selecting different readings, evaluation methods, and lecture topics.*

**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

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Donald C. Hubin, Professor & Chair  
Department of Philosophy  
350 University Hall  
230 North Oval Mall  
The Ohio State University  
Columbus, OH 43210-1365  
Phone: 614-292-2510  
E-mail: [hubin.1@osu.edu](mailto:hubin.1@osu.edu)  
<http://people.cohums.ohio-state.edu/hubin1/>

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**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

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**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

**From:** [Miller, Natascha](#)  
**To:** [Vankeerbergen, Bernadette](#)  
**Cc:** [Hens, Gregor](#)  
**Subject:** FW: course concurrence / Germanic L&L  
**Date:** Thursday, November 15, 2012 3:02:31 PM

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Dear Bernadette,

Here is the email from History ... thank you so much!

All best,

Natascha

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Graduate Secretary and Web Editor  
Webpage: <https://germanic.osu.edu/people/miller>  
Germanic Languages and Literatures  
The Ohio State University  
498-D Hagerty Hall  
1775 S. College Rd.  
Columbus, OH 43210  
(614) 292-6985

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**From:** Hens, Gregor  
**Sent:** Tuesday, November 13, 2012 8:32 AM  
**To:** Miller, Natascha  
**Subject:** FW: course concurrence / Germanic L&L

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**From:** Roth, Randy  
**Sent:** Saturday, November 10, 2012 5:18 PM  
**To:** Hens, Gregor  
**Subject:** RE: course concurrence / Germanic L&L

Dear Gregor:

The Undergraduate Teaching Committee of the Department of History concurs with your request for GE credit in History for German 3352, 3353, and 3354. We wish you every success with these courses, which will complement our offerings in intellectual history.

Sincerely, Randolph Roth, Chair, UTC, Department of History

P.S. – I hope the e-mail will suffice. If you need a formal letter, please let me know.

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**From:** Ward, Kristina  
**Sent:** Tuesday, October 30, 2012 8:35 AM  
**To:** Roth, Randy

**Subject:** FW: course concurrence / Germanic L&L

Hi Randy,

Please see message below from Gregor Hens.

Thank you,  
Kristina

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**From:** Hahn, Peter  
**Sent:** Monday, October 29, 2012 5:36 PM  
**To:** Roth, Randy  
**Cc:** Ward, Kristina  
**Subject:** FW: course concurrence / Germanic L&L

Kristina: They go to Randy, if UG course; and Robin, if grad.

Best,  
Peter

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**From:** Ward, Kristina  
**Sent:** Monday, October 29, 2012 5:00 PM  
**To:** Hahn, Peter  
**Subject:** FW: course concurrence / Germanic L&L

Peter,

Is this generally something you take care of?

Thanks,  
Kristina

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**From:** Hens, Gregor  
**Sent:** Monday, October 29, 2012 4:56 PM  
**To:** Ward, Kristina  
**Subject:** course concurrence / Germanic L&L

Dear Kristina,

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