

Term Information

Effective Term Autumn 2017
[Previous Value](#) Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We wish to replace 3353 with 3353H.

What is the rationale for the proposed change(s)?

It has become evident that only the more advanced students are sufficiently prepared to deal with the materials presented in 3353. Based on experience teaching the course, the conclusion is that 3353 as originally proposed is more suitable for honors students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The intended audience for 3353H is post-freshman undergraduates in the honors program.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 3353H
[Previous Value](#) 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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
[Previous Value](#) 14 Week, 12 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

Prereq: Honors standing.

[Previous Value](#)

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

16.0501

Subsidy Level

General Studies Course

Intended Rank

Sophomore, Junior, Senior

[Previous Value](#)

[Freshman, Sophomore, Junior, Senior](#)

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

- GE rationale statement was submitted with original course proposal

[Previous Value](#)

- [see attached GE rationale statement](#)

Content Topic List

- sample syllabus was submitted with original course proposal

[Previous Value](#)

- [see attached sample syllabus](#)

Attachments

- Honors Upgrade 3353.pdf: Rationale for Honors

(Other Supporting Documentation. Owner: Miller, Natascha)

- Sample Syllabus 3353.docx: Syllabus

(Syllabus. Owner: Byram, Katra A)

- Addendum to 3353H.docx: Response to request for revision

(Other Supporting Documentation. Owner: Byram, Katra A)

Comments

- Please see email sent 11-9-15 *(by Hogle, Danielle Nicole on 11/09/2015 09:55 AM)*
- This is not a new course, simply a request to add the H designation to German 3353.

Syllabus will be furnished upon request. *(by Miller, Natascha on 10/01/2015 12:39 PM)*

COURSE CHANGE REQUEST
3353H - Status: PENDING

Last Updated: Heysel,Garett Robert
10/24/2016

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Byram,Katra A	10/23/2015 10:36 AM	Submitted for Approval
Approved	Holub,Robert Charles	10/23/2015 10:39 AM	Unit Approval
Approved	Heysel,Garett Robert	10/29/2015 06:15 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	11/09/2015 09:55 AM	ASCCAO Approval
Submitted	Byram,Katra A	10/19/2016 08:58 PM	Submitted for Approval
Approved	Holub,Robert Charles	10/19/2016 09:03 PM	Unit Approval
Approved	Heysel,Garett Robert	10/24/2016 05:24 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/24/2016 05:24 PM	ASCCAO Approval

Syllabus Template for German 3353: German Intellectual History II: 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 3353**

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.”

Request to change German 3353 to 3353H

When I arrived at Ohio State University in 2012, I proposed a course on Marx, Nietzsche, and Freud, which I had taught over a dozen times while I was a professor at the University of California at Berkeley from 1979-2006. After several exchanges with the curriculum committee, the course was added, and I taught it in spring of 2014. Although the enrollment was modest, it soon became evident to me that only the more advanced students were sufficiently prepared to deal with the materials I was presenting.

In the fall of 2015 I taught a course for honors students on Holocaust and Film (3254H), and I got to know the intellectual abilities of the students in the honors program.

From these experiences I now conclude that the course I originally proposed as German 3353 would be much more suitable for honors students, and I am therefore proposing that it be altered and given as a 3353H.

I would consider the following types of changes to the course:

- 1) I would not change the readings for the course, although I might expect students to consult secondary works for papers, something I did not expect of the non-honors students.
- 2) I would change the assignments to include two papers and a final, instead of a mid-term, paper, and final, since I would like to encourage more written work from the honors cohort.
- 3) Although I conceived of the course as a lecture course based on my experiences at Berkeley, where the course regularly attracted 60-80 students, as an honors course with a limit of 25 students, I would restructure some sessions or parts of session to include group work and discussions.
- 4) I would also consider adding group presentations on specific assigned topics, something that worked very well in the Holocaust and Film course (3254H). For example, I might ask for a group report on the fate of Marx in certain theorists of the 20th century, or ask about a current assessment of psychoanalysis.

Let me turn now to the specific questions:

- 1) Intended Audience: I envision mostly second and third-year students.
- 2) Syllabus: Identical to syllabus proposed earlier except for the modifications I have suggested above.
- 3) Syllabus will be identical except for the modifications I have suggested above.
- 4) As I've already stated, the courses would not differ very much in the content of the readings. But the expectations would be higher. The original course, I now recognize after teaching at OSU for three years, was more suitable for honors students as proposed.

I have contacted the University Honors and Scholars Center (Anne Krabacher) to see whether such a course would be desirable for honors students, and was informed that it would be of interest to many Honors students. I plan to teach the course for the first time in the academic year 2017-2018 and teach it in alternate years with the honors course on Holocaust and Film (3254H), which I will teach again next fall.

Addendum to proposal for German 3353H
Robert C. Holub

I note three items that the Panel wants me to address:

1) In the original course proposal I had listed the following grading percentages: midterm (30%); paper (30%); final (40%). If I integrate oral presentations into the grading mix, I will do the following: midterm (20%), paper (25%), oral presentations (25%), final examination (30%).

2) My expectations for the papers: typical length will be 5 pages, double spaced, which means 1250 to 1500 words. I will expect the consultation of at least one secondary source.

3) I presented only readings in my syllabus, and the Panel evidently would like to know my expectations of the students. First and foremost I will expect students to read the assignments carefully. For some of the more difficult assignments I will give in class or place on Carmen questions that I would like the students to be prepared to answer relating to the reading assignments. For others I may ask students to come to class with some specific ideas about a reading. For example, in connection with the 1844 Manuscripts I might ask the students to come prepared to enumerate and discuss the types of estrangement or alienation Marx discusses. For other readings I might simply give out concepts, and ask students to come to class prepared to define and discuss specific notions. For example, in connection with Nietzsche's second essay in the *Genealogy* I might ask students to define guilt and bad conscience, or to explain whether there is a distinction between bad conscience and the more common term guilty conscience. I will expect from the students no additional reading other than the reading for the class, although I will make suggestions about what they could read to explore the topic more thoroughly and independently. My experience is that the readings are difficult enough, and that students must spend a good deal of time with the readings in order to understand them.