



Philosophy 416:

Hegel

Spring Semester 2006,
Michigan State University

Dr. Christian Lotz

Tentative Schedule (last UPDATE: November 03, 2009)

Number	Date	Topic	Reading I: Primary	Reading II: Commentary	Oral Presentations	General Assignments
1	Jan 10	Intro	Intro	HEGEL		
2	12	Hegel's Main Thought: Wholeness and Truth	Who thinks Abstractly? (copy) - available also online here	Inwood, Hegel and his Language, Introducing Hegel (copy)		
THEORETICAL PHILOSOPHY I: The Idea of Hegel's System (Encyclopedia 1817/1830)						
3	17	Basic Concepts	Hegel Encyclopedia Logic, §§1-18	Houlgate, chapter 2		
4	19	Basic Concepts	Hegel Encyclopedia Logic, §§1-18	Findlay's foreword to the Enc.		
5	24	Basic Concepts	Hegel Encyclopedia Logic, §§19-26			
6	26	Basic Concepts	Hegel Encyclopedia Logic, §§19-26			
7	31	Basic Concepts	Hegel Encyclopedia Logic, §§26-36			
8	Feb 2	Basic Concepts	Hegel Encyclopedia Logic, §§37-40			Graduate students should study §§41-60 (on Kant), too
9	7	Basic Concepts	Hegel Encyclopedia Logic, §§61-78			Test 1 (pass/fail, 30 minutes)
THEORETICAL PHILOSOPHY II: The Idea of Hegel's Phenomenology						
10	9	Truth and Substance	Phenomenology, Preface, especially ##14-28 (Miller)	Houlgate, chapter 3		make decisions about study groups
11	14	Absolute Idealism, The Task of Hegel's Phenomenology	Phenomenology, Preface, especially ##14-28 (Miller)	Hegel, Summary of the Phenomenology (up to "reason")		
12	16	Cognition	Phenomenology, Introduction (Miller)			
13	21	Determinate Negation	Phenomenology, Introduction (Miller)			
14	23	Master/Slave	Phenomenology, chapter IV, ##1-3 (Rauch)	Rauch, 47-55 (Hegel's Summary)		

15	28	Master/Slave	Phenomenology, chapter IV, §§9-20 (Rauch)	Houlgate, chapter 4		last day for dropping courses
16	Mar 2	Master/Slave	Phenomenology, chapter IV, §§21-31 (Rauch)			
INTERMEZZO: Prepare Group Projects						
17	7	Spring Break	Spring Break			Prepare Philosophy of Right
18	9	Spring Break	Spring Break			Prepare Philosophy of Right
19	14	class without professor	Meeting with your study group			Prepare Philosophy of Right (meet in study groups)
20	16	class without professor	Meeting with your study group			Prepare Philosophy of Right (meet in study groups)
PRACTICAL PHILOSOPHY: The Idea of Hegel's Philosophy of Right						
21	21	Freedom	Philosophy of Right, §§1-32			Test 2 (pass/fail, 30 minutes); schedule meeting with me
22	23	Guest lecture, Dr. Kuperus (De Paul University)	Guest lecture, Dr. Kuperus (De Paul University)	Guest lecture, Dr. Kuperus (De Paul University)		
23	28	Freedom	Philosophy of Right, §§1-32	Houlgate, chapter 8		
24	30	Property I	Philosophy of Right, §§34-70			
25	Apr 4	Property II	Philosophy of Right, §§34-70		study group 1: William, Trevor, Benjamin	
26	6	Contract, Wrong, Punishment	Philosophy of Right, §§71-103		study group 2: Jesse, Alexander, Jennifer	
27	11	Morality I	Philosophy of Right, §§104-128			
28	13	Morality II	Philosophy of Right, §§129-140		study group 3: Terence, Kwang-Su, Mark, Bill	
29	18	Sittlichkeit I: Marriage and Family	Philosophy of Right, §§141-180		study group 4: George, Amanda, Amber, Rafael	turn in paper draft by email
30	20	Sittlichkeit II: Labor, System of Needs	Philosophy of Right, §§181-208		study group 5: Andrew, Adrian Dominick, Karl	
31	25	Sittlichkeit III: State	Philosophy of Right, §§257-274			
32	27	In-class Essay Exam	In-class Essay Exam	In-class Essay Exam	In-class Essay Exam	In-class Essay Exam
33	May 1					turn in paper

Class Meetings:

Days: TTH

Time: 10:20-12:10pm

Place: 121 Farrall Ag Eng Hall

Office:

Phone: 517.353.9721

Place: 507 South Kedzie Hall

Hours: TTH (3:00-4:00pm), by appointment and by phone

Exceptions:

Other Contact:E-mail: lotz@msu.edu

Home Phone: 517.337.8524

WebpageURL: <http://www.msu.edu/~lotz/classes>(Please check the webpage *regularly* for the current schedule)**Box**

You will find my box in the front office of the philosophy department (and in front of my office)

Course Description:

This class will be an introduction to Hegel's metaphysics and practical philosophy, which is perhaps the most ambitious philosophical project within the Western tradition. We will carefully study selected passages from his theoretical and practical philosophy, paying especial attention to his claim that philosophy must be carried out in a holistic way. We will first study the overall metaphysical goals of Hegel's system by closely reading the introduction to his *Encyclopedia* and a beautiful brief text entitled *Who thinks abstractly?* For in these texts, Hegel not only outlines basic concepts, such as thinking, concept, system, subject, and object, but also situates his project within the historical situation of his own times (e.g., within Empiricism, Kantian philosophy, and Intuitionism). We will then move into famous passages from Hegel's "Phenomenology," such as the preface and the master/slave dialectic (self-consciousness). Finally, we will discuss selections from Hegel's practical philosophy, as it is developed in his *Lectures on the Philosophy of Right*. Hegel's terminology and its underlying thoughts are extremely difficult. Accordingly, we will move slowly. Studying the primary texts is the focus of this class.

General Character of this Class

This class is set up as a course for upper-level, self-determined learners. It presupposes that you understand that attending a university is nothing like being in high school. Being a self-determined learner means the following: (a) that you are able to carefully study the material without my force and control outside the classroom, (b) that you are capable of and interested in organizing the texts and clarifying its main points, and (c) that you are able to consult secondary literature, organize study groups, or make an appointment with me whenever you don't understand the material. In addition, it presupposes that you are able to express in class (which is to say, *not* when it is over, after the semester) your satisfaction or dissatisfaction about the course and how it is structured. The assignments in this class are very selective, and are not based on how well you can memorize material. Rather, they give everyone in class the chance to enter a serious way of studying texts beyond just "reading" them. Depending on *your* attitude, these assignments can be extremely challenging and thought-provoking. The selected assignments (test, presentation, paper, exam) give everyone in class the chance to develop a highly sophisticated way of understanding some of Hegel's thoughts; their aim is not directed at the acquisition of "surface knowledge."

Course Goals:

it is hoped that students will get an understanding of

- the overall idea of Hegel's system
- selected aspects of Hegel's system, such as his theoretical and his practical philosophy
- the core ideas of traditional, metaphysical philosophy
- the idea of dialectic thinking
- the historical dimension of philosophy
- the modernity of Hegel's thought

In addition, the assignments will challenge you in regard to

- becoming a self-determined learner
- your ability to lay out difficult material in front of an audience
- your ability to express philosophical ideas in writing
- studying and reading texts

My lectures and discussion of the material will (hopefully)

- give you an overview of the texts selected for class
- support your preparation of the material outside the classroom
- demonstrate the beauty of Hegel's thought
- demonstrate how difficult texts are to be read and interpreted
- evoke the insight that philosophy has to do with passion, with commitment/engagement and the care for the self
- demonstrate that "big philosophy" is worthwhile to be intensively studied

Learning

Real learning is not properly measured by multiple-choice tests; especially since in philosophy there is no specific content of a sort that may be covered well in standardized examinations, which every student in philosophy should be expected to master. Instead, you will - hopefully - come to recognize that philosophy as a general intellectual reflection on what we are and why we are here, deals with your dignity as human beings and with your intellect and reason, which is best expressed in a form of learning that is based on understanding and insight, and not mere learning by heart. It is hoped that the class will stimulate the view that intellectual activity (and therefore human reality) has to do with the *passion* of thinking, and the passion of *understanding* our world. No love, no attraction, no learning.

Texts to be Purchased

- Hegel, G.W.F., *Phenomenology of Spirit*, by A.V. Miller, A. V. Miller (Translator), J. N. Findlay (Translator), Oxford University Press; ISBN: 0198245971
- Hegel, G.W.F., *The Encyclopedia Logic, Part I of the Encyclopedia of Philosophical Sciences with the Zusaetze*, tr. by T.F. Geraets, W.A. Suchting and H.S. Harris, Hackett, ISBN 0872200701
- Hegel, G.W.F. *Elements of the Philosophy of Right*, ed. by Allen W. Wood, Cambridge University Press, ISBN 0521348889
- Houlgate, Stephen, *An Introduction to Hegel. Freedom, Truth, and History*. Blackwell 2005, ISBN 0631230637
- Hegel's *Phenomenology of Self-Consciousness: Text and Commentary* (Suny Series in Hegelian Studies), by Leo Rauch, State Univ of New York Pr; ISBN: 079144158X

Note: Please do *not* buy alternative translations! We should all use *the same* translations.

Required Course Packet

There will be a course packet with brief selections of other texts (for example, *Who thinks abstractly?*).

Secondary Literature

Given Hegel's complex style of thinking and writing, commentaries on Hegel can be very helpful. Beside the mandatory text selected for class (Houlgate) I recommend the following texts written in English:

- Peperzak, Adriaan, *Modern Freedom. Hegel's Legal, Moral, and Political Philosophy*, Springer (outstanding commentary on Hegel's *Philosophy of Right*, scholarly)
- Beiser, Frederick, *Hegel*, Routledge (recommendation if you don't like Houlgate)

- Marcuse, Herbert, *Reason and Revolution*, Humanities Books (contains also sections on Marx)
- Inwood, Michael, *Hegel-Dictionary*, Blackwell (philological, but very helpful)
- Neuhouser, Frederick, *The Foundations of Hegel's Social Theory*, Harvard UP (especially good for historical background and H's concept of freedom, excellent study!)
- Taylor, Charles, *Hegel and Modern Society*, Cambridge (classical analysis, shorter version of Taylor's classical - anglophone - study on Hegel)
- there are tons of commentaries available on chapter IV of Hegel's Phenomenology, one of which I selected for our class

Links

These links to online resources can be helpful:

- Hegel-Bibliography (A. Chitty)
- Marxist Text-archive (includes some of Hegel's texts, see also Chitty)
- Stanford Encyclopedia Entry (Redding)
- J.M. Bernstein's impressive commentary on Hegel's Phenomenology (audio!!)

Course Organization

The course will be organized such that, ideally, each class period will include [i] "interactive" lecture, [ii] oral presentations (group assignment, active learning part I) or [iii] either discussion time (active learning part II) [iv] or *group* assignments (active learning part III). Students will be asked to [a] read a certain text or part of a text for the next class period and [b] give oral presentations (*group* presentations).

Course Requirements

- 6 response sheets
- Oral presentation (study group)
- 2 brief pass/fail tests
- In-class essay exam
- Class essay (around 10 pages, double spaced, 12pt Times New Roman)

Homework Assignments

We are not in high school, the consequence of which is that there won't be stupid assignments that make you busy. It goes without saying that you should carefully prepare the texts selected for this class. I assume that you should DAILY study texts (around 5 pages). Studying texts is not identical with just taking information in, for it requires *activity* and *pleasure* (!) on your side. Successful and pleasurable reading requires an understanding of the author's project. If you are not willing to study self-responsibly at home, don't take this class.

Class Attendance

I hope and strongly encourage that students attend all classes. However, I will not require attendance, as I think that college students should manage their own class attendance decisions. Nevertheless, please be aware that you should not make *me* responsible for a failure that results out of *your* decision. There will be two pass/fail exams, which you will not master if you miss too many classes.

Response Sheets

Every student is asked to submit up to 6 response sheets during the semester, preferably after your group presentations.

[Click here to download the response sheet](#) (Word document, I will only accept answers that

are given on this form)

The response sheets have to be submitted at the end of a class session. I do not accept late turn ins. Submission is voluntary.

Remarks

Students who do not actively participate in class will *not* loose points. I would like to foster an open class atmosphere, in which every participants can express his/her thoughts freely, that is to say, without judgmental pressure.

Pass/Fail Tests

There will be two tests, in which I will raise questions about the readings, which focus on your comprehension. The exams have the format of pass/fail tests, and each test counts nine points.

Class Essay

Every paper must contain a writer's and an editor's checklist. Papers must be submitted in class *and* by email (either Rich Text Format or MS Word). Every student has an "editor" (who is a student in *this* class!) who reads and evaluates the paper before it is turned in. *Writing is a process* and it is hoped that students will revise papers as well as critically explore and reflect on their own writing. *I will mark down papers that do not contain a writer's and an editor's checklist.* I do not expect long research papers; rather I expect *explanation* papers, which show evidence that you are able to read closely and understand the issues in question.

Essay Topic

I do not expect research papers; rather, due to Hegel's difficult thought, I expect excellent interpretations of certain specific aspects of Hegel's thought and a demonstration of your reading and understanding. Choose one of the following topics:

- Explain Hegel's concept of thinking and logic
 - Give a concise interpretation of chapter IV of Hegel's Phenomenology
 - Explain Hegel's concept of absolute idealism
- or
- Write on the topic of your study group project (Philosophy of Right)

Paper Draft

Every student in class should send me a one page abstract of your paper by email (see schedule above). Late turn ins will result in loosing points.

Reviewing (Editor's and Writer's Checklist)

[Click here to download the editor's and writer's checklist \(Word document\)](#)

Oral Presentations and Study Groups

a) Meeting

Every group should schedule at least one appointment with me for going over your results, ideas, etc. Every team that does not show up for a discussion of its project will loose points.

a) Handout

The oral presentations must in principle be about the readings for class. Every study group, which gives a short presentation, must submit (to the class) a detailed handout one class before the presentation is

given, otherwise the team loses points. The handout must contain [i] a three page paper with detailed explanations of selected points of your presentation/text plus [ii] one page with an outline of your presentation/text. A mere outline is not sufficient. The handout must have a length of 3 pages and it should help us to prepare our class sessions. I will mark down every handout that does not include a three page paper.

b) Presentation

b.1.) The oral presentation assignment is twofold: first give a presentation and then lead into a discussion on the topics of your presentation. The purpose of the assignment is (i) to give you practice in public speaking, (ii) to give you a chance to pick the topics that deserve class time, (iii) to share your research with the whole class and not just me, and (iv) to raise consciousness about the dynamics and difficulties of a good discussion. If past evaluations are any guide, even students who don't enjoy speaking in front of others, or who do so poorly — perhaps especially such students — are glad of the opportunity to practice. The presentation should offer a reading of the text for that day. To offer a reading is to take a stand on what the author is saying, and how the author argues it, not merely to point out the presence of certain themes, to ask certain questions, or to give your own views on the same topics. Your presentation should take up to 45 minutes. During this time, you should do all the talking.

b.2.) Wait until you're finished to ask the class questions and lead discussion. Be creative! Try to involve the class in your discussion of the material. Note: do not try to present everything. Choose your issues carefully, and try to explain these in depth. The texts are very complex. So, make smart selections and focus on important points. In addition, I am interested in evaluating how you work as a team/group. Oral presentations are group work!

b.3.) Every presentation and every discussion of our class presentation will be moderated by a student in class. The moderator will be responsible for taking questions, organizing the discussion and initiating discussions if the audience remains silent.

General Remark on Assignments

The handouts of the presentations as well as the response sheets will in and outside of the classroom force us to have *an ongoing reflection* on our texts that we read in class. In addition, the assignments will help to prepare the exam. Reading and studying the primary texts is the absolute focus of this class. If you carefully read the texts, then you will easily master the exam.

Course Evaluation

You will be evaluated on the basis of:

6 response sheets	12 points
1 oral presentation (study group)	25 points
2 pass/fail in-class essay exams	18 points
1 in-class essay exam	30 points
1 class paper	15 points

	100 points

Grading:

4.0	100 - 93
3.5	92 - 87
3	86 - 82
2.5	81 - 77
2	76 - 72
1.5	71 - 65
1.0	64 - 60
0.0	< 60

Guest Lecture

We will have the exciting opportunity to broaden our point of view on March 23 (I expect everyone to be in class on that day). Dr. Kuperus (De Paul University, Chicago), will give a guest lecture in our class. He has extensively worked on Hegel, especially Hegel's *Science of Logic*.

GENERIC SYLLABUS (might not be applicable to each class)

Class Attendance

As mentioned above, I do not employ in my classes a class attendance policy. Having said this, you should be aware that class attendance is very important. When engaging in a philosophical and humanistic dialogue it is necessary to be an active and present participant in the ongoing discussion. If you miss class please do not email me asking if you missed anything important. Every class is important. You should get a study buddy for the class; a student in class who will inform you of what you missed. An email referencing that you miss a class and want to know what you missed will result in *10 percent off* your final grade score. If you miss a class you can come to my office hours or make an appointment to discuss the material, providing you have read the material and you simply want to see if your understanding of the material is on target.

Grading Criteria

[Click here to see my grading criteria for oral presentations \(not required in this class\)](#)

[Click here to see my grading criteria for papers \(tentative\)](#)

[Click here to see an EXAMPLE of my grading criteria for essay exams \(taken from an older class\)](#)

Helpful information about oral presentations, paper writing and plagiarism

[Click here to find help on your presentations and your writing](#)

Online Research Sources

Unfortunately, some people think that the internet as such is a reliable source of information. If you decide to use online sources for additional information or your paper then do not just use one of the common internet search engines, such as Google; rather, use **reliable academic** sources, such as *Britannica Online*, or the *Stanford Encyclopedia of Philosophy*. The *Internet Encyclopedia of Philosophy* isn't very good, but still acceptable. Check out *MSU's library resources!* And, as with other sources, you must cite any online sources to which you refer in your essay.

Writing Center Information

MSU's writing center offers excellent help on all matters regarding writing and learning. Check the website at <http://writing.msu.edu> for an overview and hours. For more information, please call 517.432.3610 or send an e-mail to writing@msu.edu.

Plagiarism

In any essay or exam answer submitted for assessment, all passages taken from other people's work must be placed within quotation marks, with specific reference to author, title and page. *no excuse* can be accepted for any failure to do so, nor will inclusion of the source in a bibliography be considered inadequate acknowledgement. If the marker decides that plagiarism has occurred, the student may be judged to have failed the class.

Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in

General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/honestylinks.html>)

Accommodations for Students with Disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY)

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is (insert date). The last day to drop this course with no refund and no grade reported is (insert date). You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Note on Attendance

Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

[Back to classes](#)