



PHIL*3200 Continental Philosophy

Fall 2021

Section(s): C01

Department of Philosophy

Credit Weight: 0.50

Version 1.00 - September 09, 2021

1 Course Details

1.1 Calendar Description

This course focuses on 20th century French and German philosophy and the influences that shaped it. The course will be part historical, part contemporary. The historical part may survey touchstones of current Continental thought in ancient and modern philosophy. The contemporary part of this course may focus on any of the hundred or so key figures in 20th or 21st century Continental thought, or groupings thereof according to particular thematic.

Pre-Requisites: 1.50 credits in Philosophy or 7.50 credits

1.2 Course Description

CONTINENTAL PHILOSOPHY: STRUGGLE AND SUSPICION

This course will introduce students to “Continental philosophy”—that is, philosophy from the continent of Europe, from about the year 1800 to the present. Together, we will explore what makes Continental philosophy distinct from its counterpart, “analytic,” or Anglo-American philosophy. We will also consider what European philosophy, specifically, can teach us about the nature and aims of philosophy, more broadly.

To do this, we will primarily be looking at the works of four of the most famous Continental philosophers: the so-called “Masters of Suspicion”—Karl Marx, Friedrich Nietzsche, and Sigmund Freud—plus, a new addition to the pantheon—Michel Foucault. These philosophers ask us to be skeptical about the things we have been taught regarding society, human beings, and human development. They direct our attention to the hidden struggles in our lives—the struggles between competing economic classes, between competing wills, between

competing practices and discourses and even, between competing parts of our own psyches.

In our readings and discussions, we will consider the following questions, among others:

- What is society?
- Is society the product of human actions, or are human beings the product of their societies?
- Can we change society? Can we change ourselves? How?
- Is there a human nature?
- What is history?
- What is science?
- What is power?
- What is the human condition? What does it mean to be human?

This will be a reading- and writing-intensive course. It is designed for serious second- and third-year students who are interested in examining a small part of the history of Western thought over the last two centuries. Students can expect between 30 and 60 pages of reading per week, and three writing assignments per week.

Instruction will take the form of in-person, face-to-face lectures twice weekly.

1.3 Timetable

Mondays and Wednesdays

11:30 a.m. – 12:50 p.m.

Classroom subject to change--Please check Web Advisor.

1.4 Final Exam

There will be no final exam in this course.

There will be a final essay, due during the exam period.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	R. William Valliere
Email:	rvallier@uoguelph.ca
Office:	MCKN 328
Office Hours:	Mondays, 1:30 p.m. – 2:30 p.m.
	Wednesdays, 1:30 p.m. – 2:30 p.m.

3 Learning Resources

All required resources will be available through the library, or through ARES.

If students wish, they may purchase or download the texts listed below as "Recommended".

3.1 Required Resources

Philosophy Bites, "What is Philosophy?" (Readings)

https://hwcdn.libsyn.com/p/1/0/7/1079f52c6f952f8e/What_is_Philosophy.mp3?c_id=2733309&cs

Available online

Amy Allen, "Rethinking Power" (Readings)

Available through ARES

Simon Critchley, Continental Philosophy: A Very Short Introduction, Chapters 1 & 2 (Readings)

Available through ARES

Karl Marx, Preface to A Critique of Political Economy (Readings)

Available through ARES

Karl Marx, Manifesto of the Communist Party (Readings)

Available through ARES

Karl Marx, "Value, Price, and Profit" (Readings)

Available through ARES

Karl Marx, "Critique of the Gotha Programme" (Readings)

Available through ARES

Karl Marx, Economic and Philosophic Manuscripts of 1844 (Readings)

Available through ARES

Mikhail Bakunin, Statism and Anarchy (Readings)

Available through ARES

Karl Marx, Conspectus on Bakunin's Statism and Anarchy (Readings)

Available through ARES

Friedrich Nietzsche, Beyond Good and Evil (Readings)

Available through ARES

Friedrich Nietzsche, The Genealogy of Morals (Readings)

Available through ARES

Bruno Bettelheim, "Freud and the Soul" (Readings)

Available through ARES

Sigmund Freud, Introductory Lessons on Psychoanalysis (Readings)

Available through ARES

Sigmund Freud, Civilization and Its Discontents (Readings)

Available through ARES

Michel Foucault, The History of Sexuality, Volume 1 (Readings)

Available through ARES

Michel Foucault, Discipline and Punish (Readings)

Available through ARES

Michel Foucault, "The Ethics of the Concern for Self as a Practice of Freedom" (Readings)

Available through ARES

Gilles Deleuze, "Postscript on the Societies of Control" (Readings)

Available through ARES

Simon Critchley, Continental Philosophy: A Very Short Introduction, Chapter 4 (Readings)**Ursula K. Le Guin, "The Ones Who Walk Away from Omelas" (Readings)**

Available through ARES

3.2 Recommended Resources**Continental Philosophy: A Very Short Introduction (Textbook)**

by Simon Critchley

The Marx-Engels Reader, Second Edition (Textbook)

by Friedrich Engels (author), Karl Marx (author), Robert C Tucker (editor)

The Basic Writings of Nietzsche (Textbook)

by Friedrich Nietzsche (author) and Walter Kaufmann (editor)

Civilization and Its Discontents (Textbook)

by Sigmund Freud

The History of Sexuality, Volume 1 (Textbook)

by Michel Foucault

Discipline and Punish (Textbook)

by Michel Foucault

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. *Remember* and *identify* major themes and issues from the philosophies of Marx, Nietzsche, Freud, and Foucault.
2. *Understand* these themes and issues by interpreting, classifying, summarizing, inferring and comparing the positions of these thinkers.
3. *Analyze* the positions of Marx, Nietzsche, Freud, and Foucault, by comparing them to one another, and by judging and critiquing them based on internal and external strengths and weaknesses.
4. *Evaluate* Continental philosophy by generalizing the issues and themes of these four thinkers to the thought of European philosophers more broadly.
5. *Read* and *re-read* bravely and patiently.
6. *Write* clearly and cogently on advanced problems in Continental philosophy.

5 Teaching and Learning Activities

5.1 Lecture

When	Topic	Detail
Sep 13, 11:30 AM - 12:50 PM	Introduction and Syllabus	Philosophy Bites: What is Philosophy?
Sep 15, 11:30 AM - 12:50 PM	What is Continental Philosophy?	Critchley, <i>Continental Philosophy: A Very Short Introduction</i> , Chapters 1 & 2

When	Topic	Detail
		<p>Due before class: Discussion Board Post #1</p> <p>Due on Friday, 09/17: First Response Paper</p>
Sep 20, 11:30 AM - 12:50 PM	Power	<p>Allen, "Rethinking Power"</p> <p>Due before class: Discussion Board Post #2</p>
Sep 22, 11:30 AM - 12:50 PM	MARX: Historical Materialism	<p>Marx, Preface to <i>A Critique of Political Economy</i></p> <p>Due before class: Discussion Board Post #3</p> <p>Due on Friday, 09/24: Second Response Paper</p>
Sep 27, 11:30 AM - 12:50 PM	MARX: Historical Materialism, continued	<p>Marx, <i>Manifesto of the Communist Party</i>, Sections 1 & 2</p> <p>Due before class: Discussion Board Post #4</p>
Sep 29, 11:30 AM - 12:50 PM	MARX: The Labor Theory of Value; the State	<p>Marx, "Value, Price, and Profit," Sections VII, VIII, IX, X</p>

When	Topic	Detail
		<p>Marx, <i>Critique of the Gotha Programme</i>, Section IV, Part A “The Free Basis of the State”</p> <p>Due before class: Discussion Board Post #5</p> <p>Due on Friday, 10/01: Third Response Paper</p>
<p>Oct 4, 11:30 AM - 12:50 PM</p>	<p>MARX: Alienation</p>	<p>Marx, <i>Economic and Philosophic Manuscripts of 1844</i>:</p> <p>--“Estranged Labour”</p> <p>--“Private Property and Communism”</p> <p>--“The Meaning of Human Requirements”</p> <p>Due before class: Discussion Board Post #6</p>
<p>Oct 6, 11:30 AM - 12:50 PM</p>	<p>MARX: Anarchist Critiques of Marx</p>	<p>Bakunin, <i>Statism and Anarchy</i></p>

When	Topic	Detail
		<p>Marx, "Conspectus on Bakunin's Statism and Anarchy"</p> <p>Due before class: Discussion Board Post #7</p> <p>Due on Friday, 10/08: Fourth Response Paper</p>
Oct 11	NO CLASS	
Oct 13, 11:30 AM - 12:50 PM	NIETZSCHE: The Will to Power; Master & Slave Morality	<p>Nietzsche, <i>Beyond Good and Evil</i>, "What is Noble"</p> <p>Due before class: Discussion Board Post #8</p> <p>Due on Friday, 10/15: Fifth Response Paper</p>
Oct 18, 11:30 AM - 12:50 PM	NIETZSCHE: Ressentiment; Nihilism; Amor Fati	<p>Nietzsche, <i>The Genealogy of Morals</i>, "Second Essay: 'Guilt,' 'Bad Conscience' and the Like"</p> <p>Due before class: Discussion Board Post #9</p>
Oct 20, 11:30 AM -	NIETZSCHE: Philosophy;	<p>Nietzsche, <i>The Genealogy of Morals</i>,</p>

When	Topic	Detail
12:50 PM	Aphorisms; the Art of Reading	<p>"Second Essay: 'Guilt,' 'Bad Conscience' and the Like"</p> <p>Due before class: Discussion Board Post #10</p> <p>Due on Friday, 10/22: Sixth Response Paper</p>
Oct 25, 11:30 AM - 12:50 PM	NIETZSCHE: Religion; Science; the Death of God	<p>Nietzsche, <i>The Genealogy of Morals</i>, "Third Essay: What is the Meaning of Ascetic Ideals?"</p> <p>Due before class: Discussion Board Post #11</p>
Oct 27, 11:30 AM - 12:50 PM	NIETZSCHE: Perspectivism; Interpretation; A Gentler Nietzsche?	<p>Nietzsche, <i>The Genealogy of Morals</i>, "Third Essay: What is the Meaning of Ascetic Ideals?"</p> <p>Due before class: Discussion Board Post #12</p> <p>Due on Friday, 10/29: Seventh Response Paper</p>
Nov 1, 11:30 AM - 12:50 PM	FREUD: The Conscious & the Unconscious; the Id, the Ego, and	<p>Bettelheim, "Freud and the Soul"</p>

When	Topic	Detail
	the Super-Ego	Due before class: Discussion Board Post #13
Nov 3, 11:30 AM - 12:50 PM	FREUD: Resistance; Suppression	Freud, <i>Introductory Lectures on Psychoanalysis</i> , Lecture XIX, "Resistance and Suppression" Due before class: Discussion Board Post #14 Due on Friday, 11/05: Eighth Response Paper
Nov 8, 11:30 AM - 12:50 PM	FREUD: The Oceanic Feeling; Pleasure and Happiness; Civilization	Freud, <i>Civilization and Its Discontents</i> , chapters I-III Due before class: Discussion Board Post #15
Nov 10, 11:30 AM - 12:50 PM	FREUD: The Development of Society; Aggression; the Life Impulses and the Deadly Impulses	Freud, <i>Civilization and Its Discontents</i> , chapters IV-VI Due before class: Discussion Board Post #16 Due on Friday, 11/12: Ninth Response Paper

When	Topic	Detail
Nov 15, 11:30 AM - 12:50 PM	FREUD: Repression & the Super-Ego; Discontent	Freud, <i>Civilization and Its Discontents</i> , chapters VII-VIII Due before class: Discussion Board Post #17
Nov 17, 11:30 AM - 12:50 PM	FOUCAULT: Object-ification; Discourses	Foucault, <i>The History of Sexuality, Vol. 1</i> "We 'Other' Victorians," "The Incitement to Discourse" , (pp. 1-35), Due before class: Discussion Board Post #18 Due on Friday, 11/19: Tenth Response Paper
Nov 22, 11:30 AM - 12:50 PM	FOUCAULT: Object-ification, Biopolitical Power	Foucault, <i>The History of Sexuality, Vol. 1</i> , "The Right of Death and Power over Life" (pp. 133-159) Due before class: Discussion Board Post #19
Nov 24, 11:30 AM - 12:50 PM	FOUCAULT: Subject-ification; Disciplinary Power	Foucault, <i>Discipline and Punish</i> , "The Means of Correct Training", (pp. 170-194)

When	Topic	Detail
		<p>Due before class: Discussion Board Post #20</p> <p>Due on Friday, 11/05: Twelfth Response Paper</p>
Nov 29, 11:30 AM - 12:50 PM	FOUCAULT: Subject-ification; Surveillance and Panopticism	<p>Foucault, <i>Discipline and Punish</i>, "Panopticism", (pp. 195-228)</p> <p>Due before class: Discussion Board Post #21</p>
Dec 1, 11:30 AM - 12:50 PM	FOUCAULT: Care of the Self DELEUZE: Societies of Control	<p>Foucault, "The Ethics of the Concern for Self as a Practice of Freedom"</p> <p>Deleuze, "Postscript on the Societies of Control"</p> <p>Due before class: Discussion Board Post #22</p>
Dec 3, 11:30 AM - 12:50 PM	Conclusion: Creating Crises & Walking Away	<p>Critchley, <i>Continental Philosophy: A Very Short Introduction</i>, Chapter 4, "Can Philosophy Change the World? Critique, Praxis, Emancipation"</p>

When	Topic	Detail
		<p data-bbox="810 405 1382 485">Le Guin, "The Ones Who Walk Away from Omelas"</p> <p data-bbox="810 667 1406 699">Due before class: Discussion Board Post #23</p> <p data-bbox="810 772 1240 848">Due on Friday, 11/05: Thirteenth Response Paper</p>

6 Assessments

6.1 Assessment Details

Discussion Posts (0.5%)

Date: Mondays (by 10:00 a.m.) and Wednesdays (by 10:00 a.m), CourseLink--Discussions page

Before each class, students will be asked to write a short response to a question I will put up on the class discussion board on CourseLink. Responses need not be more than one or two short paragraphs (5-10 sentences), but must demonstrate that the student both read the assignment and thought about the question that was asked. Students are also encouraged to ask their own questions, and to respond to each other's questions in addition to mine.

Discussion posts are graded pass/fail, based on the above criteria.

20 discussion posts at 0.5% each = **10% of your final grade**

Response Papers (60%)

Date: Fridays by 11:59 p.m., CourseLink--Dropbox

13 papers, each 1 single-spaced page in length 12-point font, 1 inch margins. Citations and footnotes should be in Chicago style. Students will be asked either to respond to a

question that I ask, or to give an explication of a passage that I have picked out. The response paper with the lowest grade will be dropped.

Papers due on Fridays by 11:59 p.m.

12 papers at 5% each = **60% of your final grade**

Final Essay (30%)

Date: Sunday, December 12th, 11:59 p.m., CourseLink–Dropbox

One final paper, 10 pages double-spaced. 12-point font, 1 inch margins. Citations and footnotes should be in Chicago style. Students will be asked to summarize, compare, and evaluate the four philosophers on the issue of **power**.

1 essay at 30% = **30% of your final grade**

7 Course Statements

7.1 E-mail Policy

Students will receive a response to e-mails within 48 hours of submission. Students who e-mail me on Monday will receive a response by Wednesday; those who e-mail on Wednesday will receive a response by Friday, etc.

However, I will not be responding to e-mails over the weekend. Therefore, students who write to me on Thursday or Friday may not receive a response until the following week. E-mails sent on Saturday or Sunday will receive a response by Monday *at the earliest*, but possibly later.

As a general rule, I will not respond to student e-mails pertaining to grades until at least 24 hours after posting said grades. Students are encouraged to wait 24 hours before e-mailing the instructor about their grades on a given assignment.

If you have a substantial question about how to interpret a specific passage, or about a particular problem or theme in the texts we are reading, please either ask me in class, meet

me during my office hours, or set up a Zoom meeting with me. Typing out thoughtful answers to student questions, particularly if the questions are deep or incisive ones, can take up a great deal of time. Often it is simpler and quicker to answer these questions in person.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
