



School of Humanities and Languages

ARTS3375 Hegel and German Idealism Semester 2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Heikki Ikäheimo	Room	Morven Brown 321
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Consultation Time	Monday 1-2pm		
Lecturer			
Name	Heikki Ikäheimo	Room	
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Consultation Time			
Tutors			
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	Hegel is an unsurpassable figure in modern European philosophy. Numerous philosophical traditions and approaches in the last 200 years have been either directly or indirectly influenced by his philosophy (including humanist Marxism, pragmatism, phenomenology, existentialism and contemporary 'neo-Hegelianism'), or defined themselves against what they understood, rightly or wrongly, as Hegelian thought (including early analytical philosophy, and strands of structuralism and post-structuralism). In short, it is difficult or impossible to have an in depth understanding of modern European philosophy without some basic knowledge of Hegel. This course will introduce you with important aspects of Hegel's philosophy through a close reading of central passages in two books by him, <i>The Phenomenology of Spirit</i> from 1807 and the <i>Philosophy of Right</i> from 1821. Some attention will be given to Hegel's influence on European philosophy, and his relation to his German idealist predecessors and contemporaries.
Course Aims	<ol style="list-style-type: none"> 1. Provide a broad introduction to Hegel's thought 2. Encourage in-depth reflection on philosophical problems addressed in European philosophy, such as internal and external critique, human subjectivity, intersubjectivity, rationality, freedom, progress, authority. 3. Contribute to an appreciation of the ways in which Hegel's thought has influenced contemporary culture and remains invaluable for a critical approach to contemporary societies.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Understanding of the central concerns and concepts of Hegel's philosophy and of German Idealism. 2. Ability to appraise and apply these concepts and ideas to

		contemporary problems
	3.	Appreciation of the influence of Hegel's philosophy and Hegelian ideas on modern European thought.
	4.	Sufficient knowledge and skills to allow further independent engagement with other key thinkers who have emerged from, and are in dialogue with, this philosophical tradition.

3. Learning and Teaching Rationale

This course focuses upon Hegel's thought. Students taking this course will be expected to have some background in Western philosophy. The course aims to provide students with a more focused and systematic understanding of some of the key ideas in modern European philosophy.

The course is structured around weekly readings and seminar discussions on the readings. Preparation by reading the set texts is crucial for successful participation in the course. The seminar will often involve some introductory lecturing by me. Other than that, we will work as a philosophical seminar in which the main goal is to clarify collectively what is unclear in the texts and to discuss critically the claims made and the conceptual tools developed in them. The point of reading a philosophical text is always learning to discern and to think about some aspects of reality more clearly. This is also our goal in the course: to learn to understand and think clearly about the phenomena that these texts discuss, with the conceptual means either developed or introduced by Hegel in the texts, or developed by ourselves as we reconstruct what Hegel is trying to formulate. It is important that you participate in this process actively, by presenting questions, and trying to think of answers to the questions posed. As always in philosophy, we are not interested in opinions without reasons, but in good reasons for answering particular questions in this or that way.

That said, it is part of the logic of invention that a good idea often presents itself before it is clear what reasons exactly there are for accepting or rejecting it. This means that we need to allow each other also the freedom to present ideas that are not fully formed, and to do our best to think and discuss together what might speak for or against them and to develop them further. Simply refuting an idea is often easier but also less valuable than elaborating on it. In the seminar-discussions we will hence apply interpretative generosity to each other's ideas, trying to make the best of them and thereby advance collectively our understanding of the themes dealt in the texts.

4. Teaching Strategies

The course will run as a three-hourly seminar each week, with some introductory lecturing by me. It is very important that you read the text for each week in advance as it will be otherwise very difficult to participate in a fruitful way to the course and thus develop your skills in philosophical interpretation and thinking. Hegel is certainly one of the most difficult philosophers of all time to read; but rest assured, we will make sense of the text (or at least most of it) in the class. At the end of the day, when you have learned to read Hegel's immensely rich philosophical prose and to enjoy its rare pleasures, you will find many other philosophical texts fairly easy reading.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date
Reading summary	100	25	Preparation for class.	Bring to each class, starting in week 2.
Essay 1	2000	35	1, 2, 3	18/9
Essay 2	2200	40	1, 2, 3	27/10

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand.

The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

5. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

6. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Week Commencing:	Topic	Readings
28/7	Introduction to Hegel's philosophical system, and some central Hegelian concepts	Background reading: 'Hegel', in Stanford Encyclopaedia of philosophy'. http://plato.stanford.edu/entries/hegel/
4/8	Overview of Hegel's <i>Phenomenology</i> Introduction of some of the key concepts and ideas of the book	Preface to the <i>Phenomenology of Spirit</i> (PS, §11-37). (The symbol § refers to paragraphs not page numbers. These are the same in both the Miller and the Pinkard translations.) -What is philosophy? How might we

		understand Spirit?
11/8	The method of Hegel's <i>Phenomenology</i>	Introduction to the PS (PS, §73-89) -What is experience? What does Hegel mean by the 'in itself' and the 'for-itself'? What is the journey of the natural consciousness?
18/8	Immediacy, mediation, perception	Chapters 'Sense-certainty' and 'Perception' (PS, §90-131) -What is the relation between concepts, language and the experience of an object? Can we make sense of something purely singular?
25/8	Recognition, the lord and the bondsman	Chapter 'Self-sufficiency and non-self-sufficiency of self-consciousness; mastery and servitude' (PS, §175-196) -The structure and overcoming of animal desire, the struggle of recognition, fear of death, submission, work, and human sociality
1/9	Hegel's interpretation of Sofokles' <i>Antigone</i>	Chapter 'Ethical action, human and divine knowledge, guilt and fate' (PS, §463-475). -The breaking up of immediate unity with tradition, awakening of moral consciousness and guilt.
8/9	Background and introduction to Hegel's <i>Philosophy of Right</i>	Preface to the <i>Philosophy of Right</i> (PR), and §1-10 of its Introduction -What is the relation between philosophy and politics? The concept of will (in §5-7) as the foundation of Hegel's argument.
15/9	The will and abstract right	Introduction of the book (PR, §11-32) and abstract right (PR, §34- 64 and §104). -The more exact content of Hegel's concept of the will, the concepts of 'abstract personhood' and private property.
22/9	Morality	Morality (PR, §105-107; §113-114 and §117, 119, 124, 129-130, 133, 135-8). What are the reasons to act morally?
6/10	Ethical life	Ethical life (PR, §141 and §142-181) -How is ethical life (<i>Sittlichkeit</i>) different from mere Morality?
13/10	Civil society	Civil society and the state (PS, §182-208 and §257-8). -What is distinctive about civil society? How can it be an expression of human freedom? What are its limitations?
20/10	The State	The State (§257-271) - What is the relation of the state to civil society?
27/10	No seminar in week 13	

7. Course Resources

Textbook Details

1. *Hegel's Phenomenology of Spirit*. Translated by A. V. Miller. Oxford: Oxford University Press, 1977.
2. *Elements of the Philosophy of Right*. Edited by Allen W. Wood. Translated by H.B. Nisbet. Cambridge: Cambridge University Press, 1991.

The second part of this course is concerned with the *Elements of the Philosophy of Right*,

which you need to obtain a copy of. The first part of the course is concerned with Hegel's *Phenomenology of Spirit*. A forthcoming new translation by Terry Pinkard is currently freely available online at

terrypinkard.weebly.com/phenomenology-of-spirit-page.html

We will use the Pinkard translation as the main reference, but if you wish to purchase the Miller translation, which is not at all bad, please feel free to use it. The differences between these two translations are not vitally important, and both include the same paragraph numbering which will make it easy to use either one during the course.

Journals

Hegel-Studien, Hegel Bulletin. Owl of Minerva

Additional Readings

Biography

Terry Pinkard, *Hegel*, Cambridge, Cambridge University Press, 2000. An excellent intellectual biography that also gives a very good overview of Hegel's thought, and gives summaries of all his major texts and themes.

General Interpretations of Hegel

Houlgate, Stephen. *Freedom, Truth and History*. London: Routledge, 1991. 2nd edition 2005. A very clear general introduction to Hegel, though Houlgate does not deal in detail with the *Phenomenology of Spirit*. In the back of the book he has a very helpful bibliographical essay. S 160/492

Redding, Paul. *Hegel's Hermeneutics*. Ithaca: Cornell UP, 1996. An excellent work dealing with many of the themes covered in this course. A good account of Hegel's relation to Kant, Fichte and Schelling.

Taylor, Charles. *Hegel*. Cambridge: Cambridge University Press, 1975. This influential interpretation has recently been criticised for depicting an overly metaphysical view of Hegel. Nevertheless, the book is a model of clarity and is a very useful introduction by a significant 20th century thinker.

Beiser, Frederick C., *Hegel*, New York: Routledge, 2005 S 193/HEG/C-159. An excellent introduction with a strong historical focus. Fairly traditional metaphysical orientation, excellent on the historical background.

Allen Speight, *The philosophy of Hegel*, Acumen, 2008. Useful concise overview.

Background and overview

Pinkard, Terry P, *German Philosophy, 1760-1860 : The Legacy of Idealism* S 193/72. Clearly written introduction to German idealism.

Pippin, Robert B. *Hegel's Idealism : The Satisfactions of Self-Consciousness*, Cambridge: Cambridge University press, 1989. Excellent work but very difficult. A strongly Kant-influenced reading of Hegel.

Pippin, Robert B. [Idealism as modernism: Hegelian variations /](#) 1997 S 193/HEG/C-132

The Cambridge companion to German idealism / edited by Karl Ameriks, Cambridge : Cambridge University Press, 2000.

The Cambridge companion to Hegel / edited by Frederick C. Beiser. Cambridge; New York: Cambridge University Press, 1993.

The Cambridge companion to Hegel and German Idealism / edited by Frederick C. Beiser. Cambridge; New York : Cambridge University Press, 2009.

Commentaries on the *Phenomenology* and intersubjectivity

Henry Harris, *Hegel's Ladder*, Hackett, 1997. Detailed scholarly examination of the *Phenomenology* in two volumes.

Hyppolite, Jean. *The Genesis and Structure of Hegel's Phenomenology of Spirit*. Translated by S. Cherniak and J. Heckman. Evanston, Ill.: Northwestern University Press, 1974. Not always helpful, but a classic study from a renowned thinker.

Lauer, Quentin. *A Reading of Hegel's Phenomenology of Spirit* New York: Fordham University Press, revised edition 1993. A good detailed account.

Williams, Robert R. *Recognition: Fichte and Hegel on the Other*. Albany: State University of New York Press, 1992. Focuses on a recognitive and intersubjective reading of the PS.

Williams, Robert R. *The Ethics of Recognition*, University of California Press, 1997. Includes a recognitive and intersubjective reading of the PR.

Pinkard, Terry. *Hegel's Phenomenology* Cambridge: Cambridge University Press, 1994. Rather selective but clear interpretation of Hegel, focusing on the social character of knowledge and reason.

Jon Stewart. *The Phenomenology of Spirit Reader: A Systematic Interpretation*, SUNY, 1998.

Jon Stewart. *The Unity of Hegel's Phenomenology of Spirit : A Systematic Interpretation*, Evanston, Ill.: Northwestern University Press, 2000.

Westphal, Merold. *History and Truth in Hegel's Phenomenology*. [1979], Atlantic Highlands, NJ.: Humanities Press, 1990. A generally good and concise account.

Hegel's Phenomenology of Spirit : New Critical Essays / edited by Alfred Denker and Michael Vater, Amherst, N.Y.: Humanity Books, 2003

Kenneth Westphal, ed, [The Blackwell Guide to Hegel's Phenomenology of Spirit](#).XXXX

Robert Stern *Hegel and the Phenomenology of spirit*, London : Routledge, 2002.

Forster, Michael N. *Hegel's Idea of a Phenomenology of Spirit* /1998 S 193/HEG/C-133

Social Philosophy, Morality and the Philosophy of Right

Avineri, Schlomo. *Hegel's Theory of the Modern State*. Oxford: Oxford University Press, 1971. A classic early work in English on this topic. 1972 S 320.1/147

Dallmayr, Fred R, [G.W.F. Hegel: Modernity and Politics](#), 2002, 193/HEG/C-150

Franco, Paul. [Hegel's Philosophy of Freedom](#) /1999 S 193/HEG/C-149

Hardimon, Michael O. *Hegel's Social Philosophy: The Project of Reconciliation*. Cambridge: Cambridge University Press, 1994. S 193/HEG/C-122 A good clear account of this issue.

Kolb, David. *The Critique of Pure Modernity*. Chicago: Chicago University Press, 1986. An interesting work on the similarities and differences on Hegel's and Heidegger's takes on the modern world.

Neuhouser, Fred. *Foundations of Hegel's Social Theory*, Harvard UP, 2000. A very useful interpretation of Hegel's social theory focussing on the theme of freedom.

Patten, Alan. *Hegel's Idea of Freedom*, Oxford : Oxford University Press 1999, (123.5092/3 A)

Pelczynski, Z. A. *The State and Civil Society*. Cambridge: Cambridge University Press, 1984. A useful collection of essays from a range of prominent scholars. S 320.01/165

Pelczynski, Z. A., (ed.) *Hegel's Political Philosophy: Problems and Perspectives*. Cambridge: Cambridge University Press, 1971. A useful older collection of essays.

Pippin (Ed) *Hegel on Ethics and Politics*, C2003 S 193/HEG/C-146. Collection of leading German thinkers on this topic.

Pippin, Robert. *Hegel's Practical Philosophy*, Cambridge: Cambridge University Press, 2008.

Riedel, Manfred. *Between Tradition and Revolution: The Hegelian Transformation of Political philosophy*; translated by Walter Wright. Cambridge: Cambridge University Press, 1984.

Ritter, Joachim. *Hegel and the French Revolution* [1962], Translated by Richard Winfield. Cambridge, Mass.: MIT. Press, 1982.

Rose, David. *Hegel's Philosophy of Right: A Reader's Guide*, London: Continuum, 2007.

Shklar, Judith N. *Freedom and Independence: A Study of the Political Ideas of Hegel's 'Phenomenology of Mind.'* Cambridge: Cambridge University Press, 1976. S 320.5/64

Smith, Steven B., 1951, [Hegel's critique of liberalism: rights in context](#) /1989 S 323.4401/3

Verene, Donald, (ed). *Hegel's Social and Political Thought*. Atlantic Highlands NJ.: Humanities Press, 1980. A collection of essays on this topic.

Winfield, Richard D., *Reason and Justice*. Albany: State University of New York Press, 1988.

Wood, Allen, *Hegel's Ethical Thought*. Cambridge: Cambridge University Press, 1990.

Websites

A Hegel Bibliography

<http://www.sussex.ac.uk/Users/sefd0/bib/hegel.htm>

Stanford Encyclopedia of Philosophy

<http://plato.stanford.edu/entries/hegel/>

The Internet Encyclopedia of Philosophy

<http://www.utm.edu/research/iep/h/hegelsoc.htm>

Hegel Society of America

<http://www.hegel.org/>

Hegel Society of Great Britain

<http://hegel-society.org.uk/>

Hegel by Hypertext

<http://hegel.marxists.org/reference/archive/hegel/index.htm>

8. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

9. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

10. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

11. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.