

**GREAT BOOKS: PHILOSOPHY AND SOCIAL THOUGHT 1.3  
ONLINE COURSE**

**ФИЛОСОФИЯ: ВЕЛИКИЕ КНИГИ**

**School of Advanced Studies**

**Quarter 4, April 13 to June 11, 2020**

**Instructor/s:** Anne Mulhall [a.mulhall@utmn.ru](mailto:a.mulhall@utmn.ru)  
Julie Reshe [j.reshe@utmn.ru](mailto:j.reshe@utmn.ru)  
Louis Vervoort [l.vervoort@utmn.ru](mailto:l.vervoort@utmn.ru)

Available for consultation via pre-scheduled Zoom appointment

**Course Coordinator:** Anne Mulhall [a.mulhall@utmn.ru](mailto:a.mulhall@utmn.ru)

**Contact Hours:** 32

**Type of Course:** Core course for the first-year students

**Meeting Times:** Monday: 17:40 -19:10, group 1(AM), group 2 (JR), group 3 (LV);  
Tuesday:14:20-15:50, group 4 (LV);  
Thursday:16:00 -17:30, group 4 (LV);  
Friday:17:40-19:10, group 1 (AM), group 2 (JR), group 3 (LV).

### **Course Description**

The transition from the nineteenth to the twentieth century marks a pivotal point in the history of philosophy. In the works of the German philosopher Friedrich Nietzsche, we witness the very beginnings of what we have now come to designate as “critical theory,” a form of writing and thinking that seeks to challenge power structures and undermine cultural assumptions. In this course, we will read Nietzsche’s *Genealogy of Morals* alongside three of the most important thinkers of the twentieth century: Sigmund Freud, the originator of the psychoanalytic method; Max Weber, the German sociologist who connected American prosperity with cultural and religious values; and Michel Foucault, the French philosopher-historian whose influential readings of the conjunctions of power, knowledge and social control mark a watershed moment in late-twentieth-century thought. Ultimately, our aim in this module is to appreciate and gain insight into a challenging and exciting moment in philosophy, one that has major resonances for our lives today. The mandatory accompanying lectures will help us to contextualize these ideas, and to further develop our historical appreciation of philosophical thought.

### **Course Structure**

Classes will meet for 32 online Zoom\_sessions across the module (1.5 hours twice a week). These sessions will be conducted in seminar style, with presentations and Q and A sessions, small group “breakout sessions,” general discussions and quizzes. You should always come prepared to discuss the assigned text in each online session.

### Student Learning Goals

Students who successfully pass this course will be able to:

Learning goals	
Knowledge goal:	Engage with four of the great works of late-nineteenth and early-twentieth-century philosophical and social thought
Knowledge goal:	Proficiently analyse and discuss some major tropes in twentieth century thought
Knowledge goal:	Demonstrate their awareness of the historical context of these philosophical and social thought texts
Practical Skill:	Use their acquired interpretation skills to critically dissect any philosophical or social thought text from the twentieth century
Practical skill:	Be able to put these philosophical concepts into conversation with texts studied in the first two quarters of “Great Books: Philosophy and Social Thought texts
Practical skill:	Apply these philosophical concepts to other areas of academic study and life in general

### Required Coursework and Evaluation Criteria

The final grade for this course will be calculated as follows:

Assignment or Task	Due date/s	Percent
Midterm Questions	End of Week Four	30%
Final Essay	Week Eight (date TBC)	40%
Presentation	Ongoing	10%
Participation	Ongoing	20%

This course employs the 7-average (the average final grade for all students should fall between 6.50 and 7.49) Failing grades (0-3) are included in the calculation of the 7-rule. The 7-rule will be applied across the entire course.

All marks are provisional until the end of the course. The 7-average rule WILL NOT be used in assessing individual assignments. It will only be applied to the final course marks, pending overall student performance. If general performance is low, a lower overall median/average may apply – if performance is outstanding, a higher overall median may apply.

### Midterm at home questions (30%)

Students must complete two midterm at-home questions during week four, one on Nietzsche, one on Weber. You must answer both of these questions (approx. 500 words at 15% each) and post your response on Canvas. The questions will be added to Canvas at the beginning of week four. Sample questions in the past have included:

1. What role does community play in Nietzsche's text?
2. In the Third Essay, Nietzsche characterizes the human as "*the sick animal*" (p. 121). How does Nietzsche relate humanity to animality throughout the text? And for what purposes?
3. How do violence, suppression and repression contribute to a modern sense of morality, according to Nietzsche?
4. What is the spirit of capitalism, for Weber? What is the relationship of particular religious beliefs to the spirit of capitalism?
5. What is a calling for Weber? Is it necessary to hold particular religious beliefs in order to have a calling?
6. What is the "Iron Cage" of capitalism, and what is its relationship to religion/belief today?

Students should be able to describe the arguments and critique and evaluate both texts in a proficient manner, answering the question as stated and using persuasive language.

Test answers should show:

- 1 **Relevance:** it directly answers the question
- 2 **Understanding** of the topic
- 3 **Evidence** of the use of appropriate material (in our case, the texts themselves)
- 4 **Language Proficiency:** Answers should display appropriate English language skills for your level

### Essay (40%)

The final essay should be a 1000 word response to any one of three questions. Your essay will be graded by your group instructor. Here is a sample paper from last year:

Please answer one of the following questions. Be as expansive as you can, and please support your answer with references to the text wherever possible. Whichever question you answer, you must draw on Foucault, as well as your choice of two of the three other writers we have read in this module (Nietzsche, Weber, and Freud).

1. "In the modern world, we have all become the agents of our own subjugation" — Engage with this comment.  
—OR—

2. Compare and contrast how these writers describe a historical movement from exteriority to interiority.  
–OR–
3. What role does guilt play in these writers' different arguments about the development of modern civilization?

The essays must demonstrate a grasp of the material, showing an ability to critique, evaluate, analyse and compare two different works on the course. Each paper should show a high degree of the following:

- 1 **Relevance:** it directly answers the question
- 2 **Understanding** of the topic
- 3 **Evidence** of the use of appropriate material (in our case, the texts themselves)
- 4 **Organisation** of material into a coherent structure: introduction, argument and evidence, conclusion
- 5 **Clear style**, including accurate spelling, clear sentence construction and punctuation
- 6 **Use of own words**, except where directly quoting from another source
- 7 **Language Proficiency:** Answers should display appropriate English language skills  
for your level

#### Presentation (20%)

Each student must create and deliver a ten minute presentation in class.

A good presentation will:

- convey the content of the topic effectively and accurately, referring to our primary texts, and highlighting the key issues and difficulties.
- include an argument, and be framed by a good introduction and conclusion.
- clearly set out its points and communicate them well.
- be audible and easy to follow.
- may use visual aids
- give thoughtful and informed responses to the questions following the presentation.

Student presentations will be graded on their perceived level of engagement with the material at hand, their ability to communicate the ideas, the perceived level of preparation by the student, and their ability to engage with and answer questions from their classmates and instructor.

#### Participation (10%)

Students are expected to have thoroughly read and prepared notes on each individual text. Students should be willing to critically analyse and discuss the texts with their peers and instructor during the class. Listening to and engaging with your classmates' presentations is also encouraged.

Please check with your individual course instructor for the evaluation criteria.

## Canvas and Other Course Resources

This course has a website on Canvas (<https://canvas.instructure.com/courses/1859898>). You should have received an invitation to join the course on Canvas before the start of classes. If you did not, double check your SAS email and then follow up with the instructor. All course readings, this syllabus, and any other course materials are available on Canvas.

All written assignments completed outside of class must be submitted via Canvas.

## Course Literature

Here is a bibliography of literature that will assist you in studying and writing assignments. See the course schedule below for specific reading assignments.

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*, translated by Alan Sheridan. London: Vintage, 1995.

Freud, Sigmund. *Civilization and its Discontents*, translated by James Strachey. London: Norton, 2010.

Nietzsche, Friedrich. "On the Genealogy of Morals", translated by Walter Kaufman and R.J. Hollingdale, in *On the Genealogy of Morals and Ecce Homo*, edited by Walter Kaufman. London: Vintage, 1989.

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*, translated by Talcott Parsons. London: Routledge, 2001.

## Course Policies and Expectations

- Students should have prepared all their readings and be ready to discuss and compare the texts in each class.
- Note-taking is encouraged.
- Citation style: Chicago Style is preferred. See [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)
- For information on absences, lateness, extensions and late assignments, see the SAS policy below.

## Examination Format

The examination consists of a 90-minute test that includes the identification of ten quotations from required course readings and a written essay. For full details on the format and grading, see the SAS policies section below.

## Course Schedule

Week	Date	Activity	Topics & Readings	Assignments
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0	13.04	Seminar	Friedrich Nietzsche, "On the Genealogy of Morals," translated by Walter Kaufman and R.J. Hollingdale, in <i>On the Genealogy of Morals and Ecce Homo</i> , edited by Walter Kaufman. London: Vintage, 1989.  "Nietzsche's Preface," pp. 15-23 and "Good and Evil," "Good and Bad", ' pp. 24-56	
	17.04	Seminar	Friedrich Nietzsche, "On the Genealogy of Morals."  "Guilt," "Bad Conscience," and the Like,' pp. 57-96  PRESENTATION	
1	20.04	Seminar	Friedrich Nietzsche, "On the Genealogy of Morals."  "What is the Meaning of Aesthetic Ideals?" pp. 97-128  PRESENTATION	
	24.04	Seminar	Friedrich Nietzsche, "On the Genealogy of Morals."  "What is the Meaning of Aesthetic Ideals?" pp. 128-166  PRESENTATION	
2	27.04	Seminar	Max Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> , translated by Talcott Parsons. London: Routledge, 2001. "Author's Introduction" pp. xviii-xlii  and "Part One: The Problem," pp. 3-50.  PRESENTATION	
	1.05	Seminar	Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> .  "The Religious Foundations of Worldly Asceticism," pp. 53-101	

			PRESENTATION	
3	4.05		No classes	
	8.05		No classes	
4	11.05	Seminar	Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> . "Asceticism and the Spirit of Capitalism," pp. 102-125. PRESENTATION	Midterm Questions Due in at End of Week
	15.05	Seminar	Recap Session- Nietzsche and Weber PRESENTATION (IF REQUIRED)	
5	18.05	Seminar	Sigmund Freud, <i>Civilization and its Discontents</i> , translated by James Strachey. London: Norton, 2010. Chapters 1 and 2 PRESENTATION	
	22.05	Seminar	Sigmund Freud, <i>Civilization and its Discontents</i> . Chapters 3 and 4 PRESENTATION	
6	25.05	Seminar	Sigmund Freud, <i>Civilization and its Discontents</i> . Chapters 5 and 6 PRESENTATION	
	29.05	Seminar	Sigmund Freud, <i>Civilization and its Discontents</i> . Chapters 7 and 8 PRESENTATION	

7	1.06	Seminar	Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i> , translated by Alan Sheridan (London: Vintage, 1995). “The Body of the Condemned,” pp. 3-31 PRESENTATION	
	5.06	Seminar	Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i> . “The Spectacle of the Scaffold,” pp. 32-72 PRESENTATION (IF REQUIRED)	
8	8.06	Seminar	Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i> . “Panopticism,” pp. 195-230 PRESENTATION	Final essay
	12.06	Seminar	Recap Seminar PRESENTATION	



## SAS Policies for Online Courses

*Please note the addition and updating of policies to reflect the realities of online teaching in Q4.*

### Technical Requirements and Responsibilities for Online Education

Professors and students are responsible for ensuring they have access to a computer and a stable Internet connection during all scheduled class meetings. This is to ensure that students get the most out of the online education format. If you have problems with your Internet, smartphones may be used as a backup option (as a wifi hotspot or to participate in class).

Course materials and all assignments will be made available on Canvas; all synchronous class meetings will be conducted over Zoom. All communication about the course and assignments must happen over Canvas or official email. The use of any supplementary platforms (discussion boards etc.) is at the discretion of the instructor.

Professors are required to post all resources for online teaching via Canvas before the start of each week. This includes: Any nonsynchronous lesson material, the invitations for individual Zoom meetings, and any other materials required to complete the course.

All synchronous classes will be recorded and made available via Canvas on the same day for a minimum of one week. These recordings are only for teaching purposes and should not be shared.

### Etiquette for Online Classes

Professors and students should join Zoom a few minutes before class in order to have time to solve any technical problems. When you join a class, your microphone will be muted. Individual professors will decide how to run class discussions and whether to enable such features as chat. As a general rule of thumb, you should mute your microphone when you are not speaking.

In seminars, students are required to make themselves visible. If you have concerns about what is visible, then either take the time to “curate” your environment or consider using the background option in Zoom. During lectures, you are welcome to turn off your video.

Students should feel free to contact the professor or Head of Education ([d.kontowski@utmn.ru](mailto:d.kontowski@utmn.ru)) to discuss any concerns that may arise concerning online delivery of the course (i.e., technical issues, course material availability, access to apps, communication challenges, and changes to syllabus or schedule). Don't wait until course evaluations to draw attention to your concerns!

### Technical Emergencies Protocols

Students who have difficulty getting online to attend a synchronous class or complete an assignment, should contact the professor immediately according to the specific instructions provided in the syllabus (i.e., via telephone, SMS, or email). Follow the below instructions concerning making up classes missed due to technical problems.

If your professor is not online for the start of a class session, keep Zoom open and check your email. If the professor does not come on-line or send a message to clarify the situation within 10 minutes after the official starting time, class is cancelled. Both the professor and a designated student should alert the Head of Education about the situation. Missed classes will be rescheduled; update class times to be shared via Canvas and Moodle.

### Attendance and Absences

Zoom has an attendance feature that will be used to record attendance. Attendance is required for all synchronous classes or required online activities (i.e., designated asynchronous tasks, timed assignments, group work meetings, etc.) and will be recorded on a grading sheet. Students can miss up to two classes without an excuse; every further absence will see the final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Missing more than 15 minutes of scheduled online class is considered an absence, unless the student has received prior approval from the Head of Education.

If you plan to miss a class due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance and CC Head of Education. Without advanced approval, it will count as a missed class.

If you are sick, email all your instructors and Alyona Bunkova ([a.bunkova@utmn.ru](mailto:a.bunkova@utmn.ru)) as soon as possible to notify them that you will be missing class. They will follow up with you with any necessary arrangements related to your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

#### Making Up Classes Missed for Legitimate Reasons

Students who miss a synchronous class session to a legitimate conflict, an emergency that arises at short notice, or a technical problem will be required to watch the recording of the class and submit a written summary of the key points of the class, including any questions that you have about the content. This should be sent to the instructor via email within 48 hours of the ending of the class in order to receive credit. If a technical problem emergency situation persists beyond 48 hours, an extension may be granted. Students who are sick should watch the videos of missed classes in order to keep up on courses, but they are not required to submit written summaries.

#### Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are stated in the syllabus, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension.

If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate) to Alyona Bunkova. Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

#### Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned or after June 11. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

#### Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with Alyona Bunkova to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from Alyona Bunkova about the changed schedule and any schedule changes will appear in Moodle. If the instructor requires a substitute to replace them, students will be notified by email.

#### Grading

SAS uses a ten-point grading system. Grades from 0 to 3 are failing grades. Grades from 4 to 10 are passing grades. 10 and 9 are excellent grades given in exceptional circumstances.

In most courses, SAS faculty are obliged to follow the 7-rule. This may be calculated either as a "median" (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) or an average (the average final grade for all students should fall between 6.50 and 7.49). The 7-rule may be applied to each assignment OR only to the final course marks. Exceptions to this rule are only granted by the Teaching Council.

#### Examinations

The examination will consist of a 90-minute written test that includes the identification of ten quotations from required course readings and a written essay. The use of any electronic devices is prohibited. The student must: 1) Attribute the given quotations; identify the sections of the texts (such as a chapter) where the quotations are taken from as well as their authors, titles, and year of publication. 2) Based on the given quotations, write an essay in English (1000–1500 words) analyzing semantic relationships between the texts where these quotations are taken from.

*Assessment Criteria:*

Satisfactory (C, or 3):	Good (B, or 4):	Excellent (A, or 5):
1) All quotations are attributed correctly;	1) all quotations are attributed correctly;	1) all quotations are attributed correctly;
2) The essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates satisfactory knowledge and understanding of all texts analyzed; c) the essay contains at least five exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least seven exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates excellent knowledge and understanding of all texts analyzed; c) the essay contains at least nine exact quotations, different from the quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see English version [HERE](#) or Russian version [HERE](#)). Cheating, plagiarism, and disrespectful behavior will not be tolerated and *must* be sanctioned by the instructor in accordance with the document. The use of any translation applications (Google Translate etc.) is highly discouraged. Students are required to cite any sources employed in written assignments using the citation style listed in the syllabus.

Online assignments will be “open book,” meaning that you can look at course reading materials and notes while answering the questions. However, the Academic Integrity still applies. That means: You must not communicate with anyone; your answers will be your own work; and you will not use Google Translate. You are discouraged from searching the Internet for answers, as you will run out of time, may risk violation of the Academic Integrity Policy, and will likely do worse than if you simply answer with the knowledge you already have.

**Date Syllabus Last Updated:** 16.04.20