

PHILOSOPHY 314

19th Century Philosophy: Nietzsche in Context

PHIL 314
SPRING 2022
Mon/Thurs: 2:30-3:50
Clearihue A127

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Office Hours: Tues: 1:30-2:30
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Course Objectives

A founding figure of our intellectual epoch, Nietzsche's influence on subsequent thought and culture cannot be overstated. He said he wrote "in blood" - his language artful, excessive, and notoriously provocative. How are to understand him, then?

In this course we will explore Nietzsche's work in the context of the philosophy of the 19th Century, from his roots in Schopenhauer and Emerson, and his disdain for socialist movements to the conception and development of his extraordinary notions of the Will to Power, the Overman and Eternal Return, Genealogy, Art, and Life. We will read his work carefully from *The Birth of Tragedy* and *Thus Spoke Zarathustra*, through *Beyond Good and Evil* and the *Genealogy of Morals*. We will delight in the enigmatic force of his language and endeavor to comprehend him on his own terms, as profoundly as possible.

Readings will undoubtedly be difficult and class attendance necessary. As with all great adventures, what you take away will depend on what you put in. Graded work will include homework questions, one in-class midterm, one short exegetical paper, and a final paper.

Learning Outcomes

As in all courses in philosophy, the primary learning outcome is to train ourselves to become deeper thinkers, more attentive readers, better writers, and clearer speakers. The readings in this course will give us insight into one of the most profound and influential philosophers of the modern age, which will require us to read more carefully and comprehensively. Homework questions will provide opportunities to hone our skills at determining the critical points of a text and answering a question accurately and concisely. The midterm and essays will test our ability to probe and communicate complex ideas and their interrelations. In classroom discussion, it is my hope that we will learn how to articulate our thoughts honestly and precisely - and to disagree without rancor.

TEXTS: In the Bookstore: *Basic Writings of Nietzsche*, trans. Kaufmann,
Modern Library, 2000
[Includes: *Birth of Tragedy*, *Genealogy of Morals*,
Beyond Good and Evil & *Ecce Homo*.]

Thus Spoke Zarathustra, trans. Graham Parkes,
Oxford Univ. Press, 2008

Additional Material will be available on Brightspace.

Course Evaluation

Participation and Study Questions	20%
Midterm Exam	25%
Short Paper	25%
Final Paper	30%
	100%

90-100 A+	77-79 B+	65-69 C+
85-89 A	73-76 B	60-64 C
80-84 A-	70-72 B-	50-59 D
		0-49 F

Description of Assignments

Class Participation/Study Questions:

I expect you not only to attend class, but also to read the assignments and do it on time. This is necessary for the sake of a high-quality course experience. To that end, there will be regular homework assignments based on the readings and due in class at the beginning of class. Because these questions are intended to help you come to class prepared to engage in discussion. Late submissions will not be accepted; it will not be possible to make them up.

Take Home Midterm

There will be a take home midterm handed out on a Friday and due the next Tuesday consisting of short answer and essay questions. These will be evaluated on your understanding of the material, the quality of your thought and the clarity and presentation of your essay (including spelling, punctuation and grammar!).

Short Exegetical Essay (~1000 Words):

There will be one short essay required for this course. This will be an exegetical piece, intended to improve skills of critical reading and concise composition, and to prepare you for your final essay. Paper topics will be given out one week before the due date, but you are always free to write on a topic of your own choice, so long as you speak with me *before the due date*. These will be evaluated on your understanding of the material, and the clarity and presentation of your argument.

Final Paper:

There will be a more substantial (~2500 words) paper due at the end of the semester, deepening your understanding and synthesis of a topic from Nietzsche's writings. I will provide a list of topics, but you are free to choose one of your own, as long as you speak with me *in advance*. This work should draw from at least three of Nietzsche's works and include at least two secondary sources (material not assigned in the course). The final paper may be a substantial, synthetic reworking of the shorter paper.

Course Policies:

Policy on Late Assignments

Limited, short-term extensions may be granted on a case-by-case basis, ***as long as the request is made before the day the assignment is due***. Appropriate accommodations will be made for those with an accommodation letter from the Center for Accessible Learning, but please note that these letters state specifically that such an accommodation is not “a blanket extension on all work, nor is it a license to submit work after the course has ended.”

Note on Academic Integrity and Plagiarism

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, aiding others to cheat, or unauthorized use of an editor violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations. [UVic Policy on Academic Integrity](#)

Unauthorized Use of an Editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student’s written or non-written work. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have questions, please ask!

Withdrawals and Deferrals

If you miss a substantial number of classes or assignments, you will be asked to withdraw or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. You should familiarize yourself with the withdrawal dates in the current academic calendar.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [Centre for Accessible Learning](#) as soon as possible. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

University Policy on Human Rights, Equity, and Fairness

According to the [Policy on Human Rights, Equity, and Fairness](#), the “University promotes a safe, respectful and supportive learning and working environment for all members of the university community. The University fosters an environment characterized by fairness, openness, equity, and respect for the dignity and diversity of its members. The University strives to be a place that is free of discrimination and harassment, injustice and violence. The strength and vibrancy of the University is found in the diverse life experiences, backgrounds and worldviews of all its members.”

*****Territory Acknowledgement*****

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Schedule of Classes

Week One – *Introductions*

January 10 Introductions, Explanations, Hesitations
 13 History and Hysteria
 Readings TBA

Week Two – *Roots and Resonance*

 17 Resonance
 Read: Emerson, “Self-Reliance”
 20 Roots: Romantic Pessimism
 Read: Schopenhauer, “The World as Will and Representation”
 (excerpt)

Week Three – *Beginnings: The Birth of a Philosophy*

 24 Apollo and Dionysus
 Read: *Birth of Tragedy*, 1-5, 7
 27 Philosophy and the Death of Tragedy
 Read: *Birth of Tragedy*, 9, 12-15, 19

Week Four – *Untimely Meditations*

 31 Language as Metaphor
 Read: Nietzsche, “On Truth and Lies In the Extramoral Sense”
February 3 Our Goal
 Read: “Schopenhauer as Educator” (excerpt)

Week Five – *A Book for Everyone and Nobody*

 7 Zarathustra
 Read: *Thus Spoke Zarathustra*, Part I (through Speech 1)
 Speeches of Zarathustra: 3 (p27); 7(p. 35), 9-12 (p.39-47),
 15(p.51), 21(p.62)
 10 A New Gospel
 Read: *Thus Spoke Zarathustra*, Part 2, Sect. 12 "On Self Over-
 coming" (p. 98-101); and Part III, Sects 13-16 (p. 188-203)

Week Six – *A Philosophy of the Future*

****Midterm Due****

 14** The Eternal Return
 Read: *Gay Science*, Sect. 340-342 (Excerpt)
 17 Sickness, Health, and the Death of God
 Read: *Gay Science*, Preface, Sect. 109, 110, 124-125

Week Seven – ***READING BREAK***
 February 21- 24

Week Eight – *Beyond Good & Evil*

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| | 28 | Philosophers
Read: <i>Beyond Good & Evil</i> , Preface, Parts One & Two |
| March | 3 | “Natural” History
Read: <i>BG&E</i> , Part Five |

Week Nine – *Noble Virtues*

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| | 7 | Scholars, Philosophers, and their Virtues
Read: <i>BG&E</i> , Part 6, Part Seven (thru Sect. 231) |
| | 10 | What is Noble
Read: <i>BG&E</i> , Part Nine |

Week Ten – *Genealogy* ****Short Paper Due****

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| | 14** | The Good, the Bad, and the Evil
Read: <i>Genealogy of Morals</i> , Preface and First Essay |
| | 17 | Crimes and Punishments
Read: <i>Genealogy of Morals</i> , Second Essay |

Week Eleven – *The Aesthetic Ideal*

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| | 21 | Aesthetic Ideals
Read: <i>Genealogy of Morals</i> , Third Essay |
| | 24 | Rhetoric and Reversals
Read: <i>Genealogy of Morals</i> , Third Essay |

Week Twelve – *Nietzsche’s Legacy*

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| | 28 | Why I am Destiny
Read: <i>Ecce Homo</i> , Part IV |
| | 31 | Foucault’s Genealogy of Power
Read: Foucault, <i>History of Sexuality, Vol. 1</i> , “Method” |

Week Thirteen – *Nietzsche’s Legacy (cont)*

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| April | 4 | Feminist Nietzsche
Read: Peter Burgard, <i>Nietzsche & the Feminine</i> (Introduction) |
| | 7 | Nietzsche’s Future
Readings TBA |

****April 14th FINAL PAPERS DUE****