

## **PHHS-4394 *Hegel's History of Philosophy***

Anselm Ramelow, O.P.

*Dominican School for Philosophy and Theology*

Spring 2019

TH 12:40pm-03:30pm

room: DSPT #TBD

3 units

### **Office Hours:**

After class, or by appointment.

I can be reached under (415) 567 7824 (St. Dominic's Parish, ask for Fr. Anselm) or

aramelow@dspt.edu.

### **Course description:**

Hegel was a historical thinker; consequently, he was convinced that we cannot think without understanding the history of thought and our location in it. As he himself said "the study of the history of philosophy is the study of philosophy itself." The hermeneutics and phenomenology of the history of philosophy is part of his very system of philosophy. It aims at comprehending an era in thought, with its own intelligibility and logic, as the embodiment and the way thought appears in time. There is no subject on which Hegel lectured more often.

We are going to read his *Lectures on the History of Philosophy* (NB: this is not his *Philosophy of History!*) – a great way of reviewing the history of philosophy with one of its greatest minds. But the seminar will also serve as an introduction to Hegel's own thought.

This is a seminar which is mainly devoted to reading Hegel's primary text itself. The text is fortunately one of his easier ones, but it is long (three volumes), and we might decide to cut some sections as we go along. Secondary literature on particular topics will be shared as we go along, but the main assignment is to read the actual text. I will also share my own, Thomist attempt at reading that same history.

**Seminar;** Class presentations and 15-20 page research paper.

**Intended audience:** MA/MTS; PhD/ThD.

[auditors excluded]

The **format** of the class is a seminar; attendance and participation in the discussion is therefore important.

As an **outcome**, the student will have gained an understanding of Hegel's philosophy, and an in-depth understanding of the underlying intelligibility of the history of philosophy in the West up to Hegel's days. The student will also have come to a better understanding of the importance of the historical context of thinkers in the past, as well as our own place in that history.

The student will **demonstrate** this knowledge through

- 15-20pp research paper (75% of grade)

This will include an evaluation of the student in the following area:

**Deep Learning** ([Institutional Goal](#) A.1 and 2): based on the paper, according to the published [rubrics of assessment](#).

- Class participation and contribution to the discussions.

- Taking turns in preparing texts that are to be discussed in class and possibly by a presentation on the paper research.
- The latter two points include evaluation of the following:
  - o **Collaborative learning** (Institutional Goal B.1); based on
    - class participation
    - the paper proposal you are submitting and integration of feedback
    - your contribution to the common good of the class:
      - class preparation
      - class participation
  - o **Self-direction** (Institutional Goal A.3):
    - finding your own paper topic will demonstrate this ability
  - o **Leadership** (Institutional Goal B.1)
    - Your paper and its topic can be an opportunity to show that you can identify relevant issues and address them.

Students will take turns in the **class preparation**: this preparation should articulate Hegel’s understanding of a particular thinkers of school of thought in a *brief and concise* manner, so as to give the participants a starting point for discussion. It should make the text’s logic as clear as possible and might offer some reflection questions for discussion. This may include a critical evaluation of Hegel’s reading, should the student have background knowledge of this school of thought. It is always helpful to use handouts.

The **research paper** is subject to approval and will can consist of evaluating Hegel’s reading of a particular form of thought, or also further reflections on the importance of history in philosophical thought. Also, anything pertinent to current thesis research that might be applicable is welcome. Or any other ideas you may have.

For this purpose, I ask you to give me a **paper proposal** after reading week (**TH 4/4**).

This proposal should consist of a short paragraph, describing the topic of your choice (it might be good to talk to me about it sometime beforehand), and a **bibliography**. **The bibliography is most important**. Please make your bibliography *as specific as possible*. As one possible research tool I recommend the “*philosopher’s index*” that is available on the GTU library website (although this will probably suffice only as a starting point). It is not required – but a good practice – to write an **outline** as well.

The **deadline** for the paper is **TH 5/23**. Out of fairness to other students who submit their work on time, missed deadlines will result in a lower grade.

Class **attendance** is mandatory. Attendance and participation will impact the grade.

*I would like you to forgo the use of laptops during the class sessions.*

## **Bibliography**

### **required:**

We are going to use the *three volume*<sup>1</sup> **Haldane edition** (unless you read German):

- *Lectures on the History of Philosophy*, [Volume 1](#): Greek Philosophy to Plato (Lincoln and London: University of Nebraska Press, 1995) Price: \$33.36 (Paperback, new, Amazon), ISBN-13: 978-0803272712
- *Lectures on the History of Philosophy*, [Volume 2](#): Plato and the Platonists (Lincoln and London: University of Nebraska Press, 1995) Price: \$37.95 (Paperback, new, Amazon), ISBN-13: 978-0803272729
- *Lectures on the History of Philosophy*, [Volume 3](#): Medieval and Modern Philosophy (Lincoln and London: University of Nebraska Press, 1995) Price: \$30.36 (Paperback, new, Amazon), ISBN-13: 978-0803272736

(There are used copies available on Amazon, I am giving the prize for new books. You can buy the whole set new for \$101.94, but *good used* copies are much less expensive.)

While an online version is available at

<https://www.marxists.org/reference/archive/hegel/works/hp/hpconten.htm>

you will need the hardcopy to work in class.

### **suggested:**

As **introduction** to Hegel's thought in general, there is

- Peter Singer, *Hegel, a Very Short Introduction* (Oxford: Oxford University Press, 2001); (this is not an endorsement of Singer's very problematic moral philosophy!)

or (longer, and perhaps better):

- Stephen Houlgate, *An Introduction to Hegel: Freedom, Truth and History* (Malden/Oxford: Wiley-Blackwell, 2005)

(Both authors emphasize the historical form of thought, which is germane to our seminar.)

Other recommendations will be made throughout the semester.

For the various schools of thought that Hegel analyzes it is helpful and interesting to compare his characterization with available contemporary readings of the same. This can also lead you to a good paper topic. As good contemporary resources, please see:

- [Stanford Encyclopedia of Philosophy](#)
- [Internet Encyclopedia of Philosophy](#)

---

<sup>1</sup> There is an abridged one volume version; this will not work.

## SYLLABUS

*The syllabus might be subject to revisions; the text is long, and we might need to cut some sections to make it manageable.*

- TH 2/7 **Introduction: Hegel's Introduction and his own position**  
Read: Vol. I, p. 1-116.
- TH 2/14 **Chinese and Indian Philosophy, Presocratics part I**  
Read: Vol. I, p. 117-193.  
*[We might have Prof. Bilimoria as a guest speaker.]*
- TH 2/21 **Presocratics II**  
Read: Vol. I, p. 194-318.
- TH 2/28 **Anaxagoras, Sophists and Socrates**  
Read: Vol. I, p. 319-447.
- TH 3/7 ***continued*, and select portions on Cynic school**  
Read: Vol. I, p. 479-487.
- TH 3/14 **Plato**  
Read: Vol. II, p. 1-116.
- TH 3/21 **Aristotle**  
Read: Vol. II, p. 117-231.
- TH 3/28 ***Reading Week***
- TH 4/4 ***paper proposals due***  
**Aristotle *continued* and Stoics**  
Read: Vol. II, p. 232-275.
- TH 4/11 **Epicureans, Academy and Skepticism**  
Read: Vol. II, p. 276-373.
- TH 4/18 **Holy Thursday**  
*[Since it is Holy Week, and people will have liturgical duties, I would like to move this class to Wednesday April 17, some time in the morning. We will discuss this in the first session.]*  
**Neoplatonism**  
Read: Vol. II, p. 374-453.
- TH 4/25 **Middle Ages, Arabic Philosophy, Scholasticism**  
Read: Vol. III, p. 1-108.
- TH 5/2 **Renaissance and Early Modern Thought**  
Read: Vol. III, p. 109-216.

- TH 5/9 **Descartes, Spinoza, Locke, Hobbes and others**  
Read: Vol. III, p. 217-324.
- TH 5/16 **Enlightenment**  
Read: Vol. III, p. 325-374; 379-423.
- TH 5/23 **Kant and German Idealism**  
Read: Vol. III, p. 423-554.  
*papers due, evaluations.*