9/27: Introductory presentation. Read (and bring to class) "Who Thinks Abstractly?" and Phenomenology, Preface 1-9 (paragraphs 1-16, up through the first sentence of par. 17, the true is subject and not just substance). For background also read the brief biography in Frederick Beiser, Hegel, pp. 7-17.

10/2 Preface. 10-45
10/4 Introduction, Sense-Certainty. 46-66

10/9 Perception, Force and the Understanding. 67-103
10/11 The Truth of Self-Certainty (through A: Lordship and Bondage). 104-19

10/16 Freedom of Self-Consciousness. 119-39
10/18 The Certainty and Truth of Reason; Observing Reason. 139-80

10/23 Observation of Self-Consciousness in Its Purity; ...in Its Relation to Its Immediate Actuality. 180-210
10/25 The Actualization of Self-Consciousness through its Own Activity. 211-35
3:30 TERRY PINKARD LECTURE

10/30 Individuality Which Takes Itself to be Real in and for Itself. 236-62
11/1 Spirit; The True Spirit. The Ethical Order. 263-94

11/6 Self-Alienated Spirit. Culture; The World of Self-Alienated Spirit. 294-328
11/8 The Enlightenment; Absolute Freedom and Terror. 328-63

11/13 Spirit That Is Certain of Itself. Morality. 364-409
11/15 Optional session to discuss your essay projects

11/20 No class

11/27 Religion: Natural Religion. 410-24
11/29 Religion in the Form of Art. 424-53

12/4 The revealed Religion. 453-78
12/6 Absolute Knowing. 479-93

I will be away 11/9-11/25. On Nov. 13 you should discuss the assignment without me. I hope that will be a useful exercise. On Nov. 15 those who want should assemble to discuss their term papers.
Assignments and Course Policies

Term paper. An essay of at least 5000 words will be due on Dec. 10, around noon, in my mailbox in the comparative literature office. (English students can use my box in the English department mail room; it will keep the English department staff happy if the others use the comparative literature box.) Short-term extensions are automatic if requested by Dec. 6; I will not normally grant extensions beyond Dec. 14.

Normally the essay will be a detailed exposition and commentary on a brief section of the *Phenomenology*. In most cases the section will contain a single argument spanning 5-15 pages of text, which is to say, one of the shorter subchapters in the original Table of Contents, or a portion of one of the longer chapters. (Some editions, though not the Miller translation, also include a very helpful, much more detailed ToC drawn up by 19th-century editors.) The section may be drawn from the assignment covered in your class report (see below). The Preface and the pages on Lordship and Bondage are not acceptable for this assignment; too much ink has already been spilled on these sections.

A exposition and commentary should typically have the following goals. 1) Define terms. Pay attention to their usage elsewhere in the *Phenomenology* as well, and draw distinctions between the terms and others that appear related. 2) Give a synthetic overview of the argument, summarizing the aims of the section as a whole. Explain the state of Hegel's argument that precedes the section as well as the residue that will prompt the ensuing section. 3) Identify the main turns in the dialectic. 4) Comment on significant stylistic features, including resonances of the vocabulary, imagery, and tone. 5) Illustrate the argument with examples. Hegel's examples may be the most useful ones, but your own illustrative examples in Hegel's spirit may be just as helpful, or more so. A literary application may be profitable and could indeed become the core of the essay. 6) The essay should draw on and debate some discussions of your topic or section in the secondary literature. While I call this a commentary, it should be in essay form; it should be organized topically without slavishly following the text. The easy criterion is this: topic sentences should not contain locations (such as: "In the next paragraph...").

Other kinds of essays are welcome, provided the topic is submitted for approval NOT LATER THAN 10/20. Email me a brief paragraph stating what you would like to write about. Possibilities include a more widespread issue within the *Phenomenology* (either a topic such as the ideal of woman or an image such as water), a Hegelian reading of a literary work, or a discussion of an important critical reading of Hegel. You will need to persuade me that you are adequately prepared to complete such an essay successfully; if I think it’s too risky, I’ll say no. Critical readings of the Preface and of Lordship and Bondage are not acceptable, for the reason given above.

Not more than 10 days following the class discussion of the section you plan to write about (and no later than Nov. 27), email me initial materials toward your term paper. These may include questions and work plans, but should also include several paragraphs of formal discussion that can serve as a writing sample. Even if you are not yet be sure of what you want to say, the discussion should be polished in presentation so that I can give you useful feedback on your writing. THIS DEADLINE WILL NOT BE FLEXIBLE; if you miss it, you will have to write about a later section.
Class report. Starting 10/16, two students will be assigned to launch the discussion at each meeting. Please post topics and/or brief comments on the course bulletin board at least 2 days before the meeting, 3 if possible. You can work together, or you can divide up the assignment and work separately. While you may write a paragraph if you want, a short list of notes is all that I expect. Other students are strongly encouraged to add postings, particularly with questions and conjectures (maybe even answers) about obscure moments. By the weekend after the class session, the 2 students responsible should post a set of notes summarizing the section or the themes and ideas you want to hold on to from it. These notes might run 250-500 words and do not need to be systematic. Something to remember is better than nothing, and may also be better than trying to account for everything. The students will also get the class discussion started.

Class participation. Students always have different learning styles, and some of you will find yourselves unusually hampered by the difficulty of the reading. I will make an effort to include everyone in the discussion without putting uncomfortable pressure on you. At times I'll call on individuals to make an opening for you, and also to check that you are keeping up with the reading. You may pass.

Assessment. My grading policy is posted on my web site. The term paper will be the principal component of the grade. Additional credit for regular, high-quality class participation. If you miss more than two classes or are too often unprepared for class discussions, your grade may be lowered.