

DEREE COLLEGE SYLLABUS FOR: PH 3037 THE MASTER-SLAVE DIALECTIC FROM ANCIENT TIMES TO THE PRESENT

**UK LEVEL 5
UK CREDITS: 15
US CREDITS: 3/0/3**

(Fall 2022)

PREREQUISITES:

None

CATALOG DESCRIPTION:

Introduction to the intersubjective nature of recognition emerging from the struggle of negotiation of identities between subjects of unequal power. Exploration of the social terms and dynamic of “asymmetrical relations” via the structural examination of the conceptual pair “master – slave” that marks various forms of dependency and independence of every individual subject from infancy until its aged years. Various philosophical figures to be discussed from Thucydides to Kondylis.

RATIONALE:

Students are exposed to classic texts written by philosophers, historians, novelists and political theorists on the “master-slave dialectic” aspires to develop students’ awareness of how intersubjectively constituted power relations shape in a concrete social context the identity of individual and collective subjects. This course addresses one of the most important topics of modern and contemporary social philosophy and appeals to students from the entire scope of the humanities, especially to those of sociology, psychology, anthropology, history and political science.

LEARNING OUTCOMES:

As a result of taking this course, the student will be expected to:

1. Evaluate most indicative - ancient and modern - accounts of the “master-slave dialectic” and show an awareness of the relevant dilemmas and debates.
2. Compare diverse viewpoints on the “master-slave dialectic” and be able to synthesize selected ideas advocated by the philosophical figures discussed.
3. Demonstrate an adequate understanding of the different interpretative takes of secondary literature.
- 4 Evaluate the impact several of these philosophical ideas have had on contemporary currents of thought as well as moral and political issues.

METHOD OF TEACHING AND LEARNING:

In congruence with the teaching and learning strategy of the College, the following educational tools are used:

- Seminar type classes consisting of lectures and class discussions of primary and –selected– secondary sources on the assigned topics Research paper requiring selection of topic and in depth exploration of arguments.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can address questions, discuss their research papers or go over lecture material.
- Use of a blackboard site, where the instructor systematically posts lecture notes, home assignments, bibliographical

	<p>updates and instructions on the mechanics of the course.</p> <ul style="list-style-type: none"> - Use of library facilities: Students are encouraged to make use of library facilities for assignments, their research paper, further reading of recommended texts and preparation for their mid-term written exam. 								
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="656 323 1398 485"> <tr> <td>First Assessment: Midterm Examination (take-home assessment) – essay-type questions</td> <td>40%</td> </tr> <tr> <td>Final Assessment: Research paper (2,500 words).</td> <td>60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="656 552 1398 653"> <tr> <td>Class oral presentation (individual or group) & home assignments</td> <td>0%</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>The formative assignments aim to cultivate the students' desire for research while preparing them for their mid-term and final research papers. The First Assessment tests Learning Outcomes 1 and 2. The Final Assessment tests Learning Outcomes 1, 2, 3 and 4.</p> <p>The final grade for this module will not be determined through grade averaging. Students are required to resit any failed assessments.</p>	First Assessment: Midterm Examination (take-home assessment) – essay-type questions	40%	Final Assessment: Research paper (2,500 words).	60%	Class oral presentation (individual or group) & home assignments	0%		
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Final Assessment: Research paper (2,500 words).	60%								
Class oral presentation (individual or group) & home assignments	0%								
<p>INDICATIVE READING:</p>	<p>REQUIRED READINGS - excerpts from the following original texts:</p> <p>Thucydides <i>History of the Peloponnesian War</i>, transl. by Rex Warner, Penguin 1972.</p> <p>Xenophon, "Hiero" in: <i>Scripta Minora</i>, transl. by E.C. Marchant, Loeb no. 183: Harvard University Press 1968 (1925).</p> <p>Diogenes Laertius <i>Lives of Eminent Philosophers</i>, transl. by R.D. Hicks, Loeb no. 184: Harvard University Press 1925.</p> <p>Plato, "Republic" in: <i>Plato: The Collected Dialogues</i>, transl. by P. Shorey, Bollingen Series LXXI, Princeton University Press 2002.</p> <p>Plato, "Gorgias" in: <i>Plato: The Collected Dialogues</i>, transl. by W.D. Woodhead, Bollingen Series LXXI, Princeton University Press 2002.</p> <p>Plato, "Laws" (Book III) in: <i>Plato: The Collected Dialogues</i>, transl. by A.E. Taylor, Bollingen Series LXXI, Princeton University Press 2002.</p> <p>Aristotle, "Politics" in: <i>The Basic Works of Aristotle</i>, transl. by Benjamin Jowett (ed. R. McKeon), The Modern Library 2001.</p> <p>Aristotle, "Nicomachean Ethics" in: <i>The Basic Works of Aristotle</i>, transl. by W.D. Ross (ed. R. McKeon), The Modern Library 2001.</p> <p>Hobbes Th. <i>On the Citizen</i>, Cambridge University Press 2003 (1998).</p> <p>Hegel, G.W.F. <i>The Phenomenology of Spirit</i>, transl. by A.V. Miller, Oxford University Press 2004 (1977).</p> <p>Nietzsche Fr. "On the Genealogy of Morals" in: <i>Basic Writings of Nietzsche</i>, ed. & transl. by W. Kaufmann, The Modern Library, New York 1992.</p>								

	<p>Marx K. & Engels F. <i>The Communist Manifesto</i>, transl. by S. Moore, Penguin, 1967.</p> <p>Marx K., <i>Early Writings</i>, transl. by R. Livingstone & Gr. Benton, Penguin, 1992.</p> <p>Sartre J.P., <i>Being and Nothingness</i>, transl. by H.E. Barnes, Washington Square Press 1992 (1956).</p> <p>Sartre J.P., <i>Critique of Dialectical Reason</i>, transl. by A. Sheridan-Smith, 2 Vol., Verso 2004.</p> <p>Foucault M., <i>Society Must be Defended – Lectures at the College de France 1975-76</i>, transl. by D. Macey, Picador, New York 2003.</p> <p>Foucault, M. <i>The History of Sexuality Vol. 1: An Introduction</i>, transl. by R. Hurley, Pantheon Books, New York, 1978.</p> <p>Husserl, <i>Cartesian Meditations</i>, transl. D. Cairns, Kluwer Academic Publishers, 1995.</p> <p>Kondylis P., <i>Macht und Entscheidung</i>, Klett-Cotta, 1984.</p> <p>Kondylis P. <i>Das Politische und der Mensch</i>, Akademie Verlag GmbH, Berlin 1999.</p> <p>Clausewitz Carl, <i>On War</i>, transl. by M. Howard & P. Paret, Everyman's Library 1993 (1976).</p> <p>Dostoevsky F., <i>The Idiot</i>, transl. by R. Pevear & L. Volokhonsky, Vintage 2003.</p> <p>Tolstoy L. <i>Master and Man and Other Stories</i>, translated by R. Wilks & P. Foote, Penguin 2005.</p> <p>RECOMMENDED READINGS:</p> <p>Kojeve A. <i>Introduction to the Reading of Hegel</i>, transl. by J.H. Nichols, Cornell University Press 1980 (1969).</p> <p>Freud S., <i>Three Essays in the Theory of Sexuality</i>, transl. by J. Strachey, Standard Edition Vol. 7.</p> <p>Freud S., <i>The Economic Problem of Masochism</i>, transl. by James Strachey, Standard Edition Vol. 19.</p> <p>Kondylis P., <i>Der Philosoph und die Macht</i>, Xenomoi Verlag, 2016.</p> <p>Kondylis P., "Melancholy and Polemics" in: <i>Odradek Journal</i>, University of Pisa, transl. by R. Petridis & St. Stafford, Vol. VI, no 1, 2018, pp. 301-334.</p> <p>Sade M. <i>Oeuvres</i> 3d Vol., Gallimard 1998.</p> <p>Tolstoy L. <i>War and Peace</i>, (Epilogue: Pt. II), translated by L. & A. Maude, Oxford University Press 2010.</p>
COMMUNICATION REQUIREMENTS:	Research paper in academic English.
SOFTWARE REQUIREMENTS:	Internet access, Microsoft Word.
INDICATIVE CONTENT:	<p><i>Thucydides</i>: Power Vs Morality</p> <p><i>Xenophon's Hiero</i>: The Melancholy of the Powerful</p> <p><i>Diogenes Laertius - Aristippus & Theodorus</i>: Challenging the authority of the powerful or rationalizing the effects of one's disadvantageous position?</p> <p><i>Plato the aristocrat</i>: How sharp can the master – slave distinction be?</p>

	<p><i>Aristotle</i>: (Re-)defining the terms of equal & unequal power relations</p> <p><i>Hobbes</i>: What does the master-slave “agreement” actually entail?</p> <p><i>Foucault</i>: The radical will to live and the performativity of the risk of life - reading Hobbes.</p> <p><i>Hegel</i>: Lordship and Bondage – the failure of the model of Desire and the intersubjective constitution of identity; Negotiation of identities in the struggle for recognition. The three defense mechanisms (“skepticism, stoicism, and the unhappy consciousness”).</p> <p><i>Kojeve</i>: Conquerors and subjugated ones seen from a higher perspective. A peculiar reading of Hegel.</p> <p><i>Marx</i>: Revived dualism and future anticipation; The nature of man; Reification.</p> <p><i>Dostoevsky</i>: Pre-eminence vs brutal dominance.</p> <p><i>Tolstoy</i>: The cone of power; the indispensability of the Other</p> <p><i>Nietzsche</i>: The Master-slave dialectic in “The Genealogy of Morals”: Radically opposite perspectives: A lapse of communication?</p> <p><i>Sade</i>: Power, Pleasure, Pain. The Return of the Desire.</p> <p><i>Sartre</i>: The Look and its “ambivalences”. The intersubjective texture of power relations.</p> <p><i>Husserl</i>: The Inaccessibility of the Other</p> <p><i>Clausewitz</i>: Exploiting Victory; Retreat after lost battle; attack and defense; on the nature of war; elements of strategy.</p> <p><i>Kondylis a Modern Thucydidean</i>: Dominator as the binding interpreter of supposedly objective values & normative principles; Structural repetition and non progressive logic or an insinuation for a qualitative break?</p>
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