

DEREE COLLEGE SYLLABUS FOR: PH 4135 PHILOSOPHY OF HISTORY

**UK LEVEL 6
UK CREDITS: 15
US CREDITS: 3/0/3**

(Updated Fall 2022)

PREREQUISITES:

One philosophy course.

CATALOG DESCRIPTION:

A systematic introduction to the major accounts of the philosophy of history: linear (progressive and non-progressive), cyclic and spiral conceptions of historical time from antiquity to the modern era, exploring the significance of key interpretive terms such as the mechanism of unintended consequences, historical “deviation”, the categories of “space of experience” and “horizon of expectation”, the “secularization of metaphysics” and disenchantment and elucidations on focal methodological issues such as, inter alia, the distinction between conceptual structure and contents, the individualism-holism debate.

RATIONALE:

The explosion of information concerning historical events raises the question as to the significance of our historical experience and the methods for its comprehension and interpretation. This course tackles one of the most important subject matters of philosophy, and appeals to students of the entire scope of humanities, especially to students of sociology, history and political science.

LEARNING OUTCOMES:

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

1. Demonstrate a competent understanding of the different conceptions of historical time in terms of structure and content.
2. Compare and critically evaluate major ancient and modern accounts of the philosophy of history.
3. Demonstrate an adequate understanding of the different interpretive takes of secondary literature on fundamental issues of the philosophy of history.
4. Identify the extent of applicability and contribution of the philosophical discussion of history on social-historical modes of action and practices and on generating and shaping institutions and policies.

METHOD OF TEACHING AND LEARNING:

In congruence with the learning and teaching 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 updates and instructions on the mechanics of the course.

Use of library facilities: Students are encouraged to make use of

	<p>library facilities for assignments, their research paper, further reading of recommended texts and preparation for their mid-term examination.</p>								
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="656 260 1398 401"> <tr> <td data-bbox="656 260 1219 327">First Assessment: Midterm Examination (take-home assessment)</td> <td data-bbox="1219 260 1398 327">40%</td> </tr> <tr> <td data-bbox="656 327 1219 401">Final Assessment: Research paper (3.000 – 3.500 words).</td> <td data-bbox="1219 327 1398 401">60%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="656 466 1398 569"> <tr> <td data-bbox="656 466 1219 533">Class oral presentation (individual or group) & home assignments</td> <td data-bbox="1219 466 1398 533">0%</td> </tr> <tr> <td data-bbox="656 533 1219 569"></td> <td data-bbox="1219 533 1398 569"></td> </tr> </table> <p>The formative assignments aim to cultivate the students' desire for research while preparing them for their mid-term exam and research paper. The First Assessment tests Learning Outcomes 1, 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)	40%	Final Assessment: Research paper (3.000 – 3.500 words).	60%	Class oral presentation (individual or group) & home assignments	0%		
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Final Assessment: Research paper (3.000 – 3.500 words).	60%								
Class oral presentation (individual or group) & home assignments	0%								
<p>INDICATIVE READING:</p>	<p>REQUIRED READINGS:</p> <p>Koselleck R. <i>Futures Past</i>, Columbia University Press 2004</p> <p>Lowith, K. <i>Meaning in History</i>, University of Chicago Press, Chicago and London 1967 (1949)</p> <p>Bultmann, R. <i>The Presence of Eternity. History and Eschatology</i>, Harper and Brothers, New York, 1957.</p> <p>RECOMMENDED READINGS:</p> <p>Aron Raymond, <i>Introduction to the Philosophy of History: An Essay on the Limits of Historical Objectivity</i>, Boston: Beacon Press, 1961.</p> <p>Bouton, Ch., "The Critical Theory of History: Rethinking the Philosophy of History in the Light of Koselleck's Work". <i>History and Theory</i> 55(2): 163-184 (2016)</p> <p>Collingwood, R.G. <i>The Idea of History</i>. Oxford University Press 2005 (revised edition)</p> <p>Dilthey W. <i>Hermeneutics and the Study of History</i>, Princeton: Princeton University Press, 1996.</p> <p>Dilthey The formation of the Historical World in the Human Sciences, Princeton: Princeton University Press, 2002.</p> <p>Hacking, I. <i>Historical Ontology</i>, Harvard U.P., 2002</p>								

	<p>Hegel, G.W.F. <i>The Phenomenology of Spirit</i>, Oxford University Press 1977</p> <p>Hegel, G. <i>Reason in History</i>. A General Introduction to the Philosophy of History. The Liberal Arts Press, Indianapolis - New York, 1953.</p> <p>Hegel, G. W. F., <i>The Philosophy of History</i>, New York: Dover Publications, 1956.</p> <p>Kant, Immanuel, <i>Idea for a Universal History with a Cosmopolitan Aim</i>. A Critical Guide, Cambridge University Press, 2009</p> <p>Lemon, M.C. <i>Philosophy of History</i>. A Guide for Students, Routledge, New York, 2003.</p> <p>Mannheim Karl, <i>Ideology and Utopia</i>, London, 1936.</p> <p>Munslow, Alun. <i>The Routledge Companion to Historical Studies</i>, Routledge, New York, 2006.</p> <p>Maritain, Jacques, <i>On the Philosophy of History</i>, New York: Scribner 1957.</p> <p>Nietzsche, F. "On the Advantage and Disadvantage of History For Life" (2nd Untimely Meditation), Indianapolis - Cambridge: Hackett, 1980.</p> <p>Nietzsche, F. <i>On the Genealogy of Morals</i>, New York: Vintage (1967) 1989.</p> <p>Nisbet <i>Social Change and History</i>. Oxford University Press 1969.</p> <p>Ricoeur, Paul "Memory-Forgetting-History" in: <i>Meaning and Representation in History</i> (ed. J. Ruse), Berghahn Books, New York – Oxford, 2006, pp. 9-19.</p> <p>Ricoeur, P. <i>Memory, History, Forgetting</i>, Chicago: University of Chicago Press, 2004.</p> <p>Tucker, Aviezer, ed. <i>A Companion to the Philosophy of History and Historiography</i>, Blackwell, Oxford, 2009.</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>RECOMMENDED MATERIAL: <i>History and Theory</i> <i>Journal of the History of Ideas</i> <i>Journal of the Philosophy of History</i></p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Research paper in academic English.</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Internet access, Microsoft Word.</p>

WWW RESOURCES:	http://plato.stanford.edu/ http://www.intute.ac.uk/philosophy/ http://www.historyandtheory.org/ http://www.culturahistorica.es/welcome.html
INDICATIVE CONTENT:	<p>A) 1. Terminological Elucidations & Conceptions of Historical Time 2. Linear, Cyclic, Spiral Conceptions of Time 3. The Ancient Idea of Eternal Recurrence and Progress emphasis on Thucydides; 4. Greek and Roman philosophical figures 5. The Judaic Tradition & The Advent of Christianity The Graeco-Roman / Judaeo-Christian ideological divide: Must it be affirmed, questioned, or denied?</p> <p>B) Late Middle Ages to Modernity 1. Augustine 2. Machiavelli (comparison to Polybius) 3. Vico 4. Voltaire Vs Rousseau 5. Kant 6. Herder 7. Hegel (analytic account) 8. Marx 9. Nietzsche 10. Heidegger Contemporary non-progressive accounts of historical action: 11. Koselleck 12. Kondylis</p> <p>C) Interpretive Keys: Historical Understanding Vs Historical Explanation (Dilthey, Jaspers, R. Aron) The notion of "Deviation" & the Ideological use of the concept of Crisis The Cunning of Reason; The Heterogeneity of Ends (Mandeville's 'private vices – public benefits'; Vico, Wundt, Kondylis) History and Eschatology: The structural distinction between heretofore and hereafter and the significance of its acceptance for the "secularization of metaphysics".</p>