DEPARTMENT OF GERMANIC STUDIES

PEOPLE

Department Chair
• Eric Santner
Director of Undergraduate Studies
• Colin Benert
Director of Graduate Studies
• Florian Klinger
Department Coordinator
• Michelle Zimet
Professors
• David J. Levin
• Eric L. Santner
• David E. Wellbery
Associate Professors
• Christopher J. Wild
Assistant Professors
• Margareta Ingrid Christian
• Florian Klinger
Senior Lecturers
• Catherine Baumann
• Kimberly Kenny
• Sunny Yudkoff
Emeritus Faculty
• Reinhold Heller
• Samuel Jaffe
• Kenneth J. Northcott
• Hildegund Ratcliffe
Affiliated Faculty
• Philip V. Bohlman, Ph. D., Mary Werkman Professor of the Humanities and of Music; Chair of the Committee on Jewish Studies
  Interests: German-Jewish and German-American ethnomusicology; theory and history of folksong.
• John W. Boyer, Ph. D., Martin A. Ryerson Distinguished Service Professor of History; Dean of the College
Interests: German and Austrian history, 18th century to the present; religion and politics in modern European history; European urban history.

- Daniel Brudney, Ph. D., Associate Professor of Philosophy
  Interests: Marx, German philosophy, Frankfurt School.

- James Conant, Ph. D., Professor of Philosophy
  Interests: Kierkegaard, Heidegger, Wittgenstein.

- Kathleen Conzen, Ph. D., Professor of History
  Interests: German-American history and the history of international migration.

- Constantin Fasolt, Ph. D., Karl J. Weintraub Professor of History; Master of the Social Sciences Collegiate Division; Deputy Dean of the Division of the Social Sciences; Associate Dean of the College
  Interests: Early modern German history.

- Andreas Glaeser, Ph. D., Associate Professor of Sociology
  Interests: Theories of culture and identity; with reference to Germany mostly post-unification controversies, social memory and architecture, reality construction processes among civil servants in authoritarian regimes.

- Gary Herrigel, Ph. D., Associate Professor of Political Science
  Interests: Political economy of advanced industrial states (Germany, USA, Japan), German political and industrial history in the 19th and 20th centuries, social and political theory.

- Berthold Hoeckner, Ph. D., Associate Professor of Music and the Humanities
  Interests: 19th century Austro-German music; Lyrik und Lied; Romantische Musikästhetik; Wagner; Adorno and music.

- Loren Kruger, Ph. D., Professor, Department of English; Department of Comparative Literature; Committee on African Studies; Committee on Cinema and Media Studies; Committee on Theatre and Performance Studies
  Interests: German literature 18th century to present (esp. drama); GDR and contemporary Germany; Brecht, Heiner Müller, Marxism; the Cold War; Frankfurt School; "Das andere Deutschland."

- Jonathan Lear, Ph. D., John U. Nef Distinguished Service Professor at the Committee on Social Thought and in the Department of Philosophy
  Interests: Freud, Wittgenstein, Heidegger.

- Francoise Meltzer, Ph. D., Mabel Greene Meyers Professor of French, Comparative Literature, and the Divinity School; Acting Director of the Franke Institute for the Humanities
  Interests: German romanticism, philosophy.

- Paul Mendes-Flohr, Ph. D., Professor of Modern Jewish Thought in the Divinity School, Committee on Jewish Studies; Associate Faculty in the Department of History
  Interests: German-Jewish intellectual history.

- Glenn W. Most, Ph. D., Visiting Professor in the Committee on Social Thought
  Interests: German literature and philosophy since the 18th century.
• Robert B. Pippin, Ph. D., Raymond W. and Martha Hilpert Gruner
  Distinguished Service Professor; Committee on Social Thought and Department
  of Philosophy
  Interests: Kant; German Idealism; Nietzsche; Heidegger; Modernity Theory.
• Moishe Postone, Ph. D., Raymond W. and Martha Hilpert Gruner Distinguished
  Service Professor of History; Committee on Jewish Studies
  Interests: Marx, Frankfurt School, contemporary European social theory,
  contemporary German affairs (with particular focus on issues of anti-semitism
  and the relation of the Nazi past to postwar German society and culture).
• Robert Richards, Ph. D., Morris Fishbein Professor of the History of Science and
  Medicine; Professor in the Departments of Philosophy, History, Psychology, and
  the Committee on Conceptual and Historical Studies of Science
  Interests: German Romanticism, history and philosophy of science.
• Jerrold Sadock, Ph. D., Glen A. Lloyd Distinguished Service Professor,
  Department of Linguistics
  Interests: Germanic languages (Scandinavian, Yiddish).
• Malynne Sternstein, Ph. D., Associate Professor of Slavic Languages and
  Literatures
  Interests: Central European Studies, Literary, Psychoanalytic and Cultural Theory;
  Art and Media Theory
• David Tracy, Ph. D., Andrew Thomas Greeley and Grace McNichols Greeley
  Distinguished Service Professor of Catholic Studies and Professor of Theology
  and the Philosophy of Religion in the Divinity School; Committee on Social
  Thought
  Interests: 19th century German philosophy and theology.

WEBSITE
https://german.uchicago.edu/

OVERVIEW
The graduate program in Germanic Studies at the University of Chicago stresses
an interdisciplinary model of study, long an emphasis at this University, which
allows students to construct fields of research in fresh ways. In order to draw on
the University’s strengths, both inside and outside the department, students are
encouraged to work not only with departmental and affiliated faculty but with
faculty throughout the University whose courses are of relevance to their particular
interests.

The University’s Workshops (non-credit, interdepartmental seminars that meet
biweekly) offer a further avenue for interdisciplinary work. Students are also
couraged to participate in the department’s colloquia and lecture/discussions.

Language courses taught in the department include German, Norwegian, and
Yiddish.
APPLICATION AND FINANCIAL SUPPORT

Applicants to the Department of Germanic Studies should have a solid background in German language and culture. Students with undergraduate degrees in other fields are encouraged to apply, but must include with their application a list of relevant German/Germanic courses as well as a letter of recommendation from a faculty member able to evaluate their level of German language competency. Such students will be asked to make up deficiencies in their language preparation before entry into the graduate program. All entering students whose native language is not German are required to pass an ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency examination in German during their first quarter in the program.

Admission to the department is competitive. Fellowships for a small number of highly qualified students includes full tuition, academic year stipends, summer stipends, and medical insurance. Teaching training is a vital part of the educational experience at the University, so all fellowships include a required teaching component. These awards are renewable for up to five years. The Department of Germanic Studies has some funds to support students in summer projects, travel, and research. In addition, the Norwegian Culture Program Endowment Fund provides some money for research and travel support for students interested in Norwegian language and culture. Finally, competitive fellowships are available for a final year of writing the dissertation.

Applications to the program must include a writing sample of not more than twenty pages, in German or English; Graduate Record Exam scores from the general examination; TOEFL (Test Of English as a Foreign Language) scores, if applicable; and three letters of recommendation.

The application process for admission and financial aid for all graduate students is administered through the divisional office of the Dean of Students (http://humanities.uchicago.edu/prospective). The Application for Admission and Financial Aid, with instructions, deadlines and department-specific information is available on the Graduate Student Online Application page. Please note that the application and all supporting materials are to be submitted online. Questions pertaining to admissions and aid should be directed to: humanitiesadmissions@uchicago.edu or (773) 702-1552.

DEGREE REQUIREMENTS

The following is an outline of the main features of the graduate program. If you need additional information, please write directly to the Department of Germanic Studies (http://german.uchicago.edu/graduate).

Students in the Department of Germanic Studies are admitted into the Ph.D. program of study. Students interested in a one-year interdisciplinary Master’s program in Germanic Studies should contact the Master of Arts Program in the Humanities (http://humanities.uchicago.edu/depts/maph). Study towards the M.A. degree, normally completed after the first year, is intended as an introductory period, a time for both faculty and students to decide on the suitability of an extended graduate program. All students entering the Ph.D. program with a
master’s degree from another institution will undergo an informal evaluation at the end of their first year in the department to assess their progress and to plan their further course of study.

**DEGREE OF MASTER OF ARTS**

**Course Work**

Three quarters of course work and a total of eight courses are required during the first year of study. These include the mandatory pedagogy course (“Acquisition and Teaching of Foreign Languages”). A completed M.A., which includes the pedagogy courses and a “superior” rating on the German oral proficiency test, are prerequisites for teaching appointments. Besides the pedagogy course, students must take at least one course each quarter from departmental faculty, and at least two additional courses from departmental faculty during the year. The remaining courses could contain little or no Germanic material and may be taken primarily for methodological, theoretical, or historical interest. Course selections must receive the approval of the Director of Graduate Studies (http://german.uchicago.edu/graduate). All courses must be taken for a letter grade. We expect students to develop a broad historical sense of German culture through coursework as well as their own background reading. The primary aim of the master’s year is for students to explore a variety of materials, approaches and problems.

**Language Examination**

Students who do not achieve a “superior” rating on the oral proficiency examination in German (to be taken early in their first quarter) will be advised to undertake further language training or to take other steps to improve their skills; they will be re-tested during the second quarter.

**M.A. Exam**

The purpose of the M.A. exam is to test students’ ability to work with concepts central to the discipline, to articulate literary-historical arguments, to discuss significant patterns that extend beyond individual texts, and to articulate how such concepts relate to the interpretation of individual works. In addition, the exam establishes a useful foundation of knowledge upon which the student can build in later studies.

The examination takes place in the eighth week of Spring Quarter of the student’s first year of graduate study. Its basis is a list of some twenty to twenty-five texts selected by the student in consultation with the two members of the student’s M.A. exam committee. (The committee—consisting of two members of the department’s core faculty—is to be designated by the Director of Graduate Studies (http://german.uchicago.edu/graduate) in consultation with the student.) This list reflects a category of literary research such as a genre, a period, or a general concept bearing on a mode of writing. Examples of the former might be “The Bourgeois Tragedy” or “Modern Urban Short Prose” or “The Elegy.” Periods can be variously conceived: Enlightenment, Realism, Weimar Republic. General concepts are more abstract categories such as “narrative” or “performance” or “argumentative writing.” Lists could also be organized along thematic lines or in terms of a traditional
narrative subject. The point is that the list be designed so as to sustain a process of coherent intellectual inquiry. In addition to the 20-25 primary texts, the list includes a representative cross-section of secondary literature addressing the topic under study.

The examination itself has two components:
a) a take-home written examination, and
b) an oral examination approximately one hour in length.

The take-home component consists of three essays (of two and one half, never more than three double-spaced pages) written in answer to questions devised by the faculty. These questions offer the student an opportunity to demonstrate her/his ability to explore various intellectual issues raised by the list as a whole as well as by specific works on the list. Students will receive these questions on Friday morning of the eighth week of classes and hand in their completed essays by 5:00 p.m. the following Monday. The oral examination is devoted to a critical discussion of the students’ three essays as well as to works included on the list but not addressed in the written part of the examination. It will take place one week after the written exam. Following a forty-minute discussion of the essays, the student and the faculty examination committee will assess the student's overall progress, including course work.

A crucial aspect of the M.A. examination is planning and advising. Students should choose their examiners and have one planning meeting with each examiner by the eighth week of Autumn Quarter. Students should choose examiners and design the lists with a view to the seminars they plan to attend throughout the year. Students must submit their lists for approval at the end of the fourth week of Winter Quarter. Two weeks after submission, they should meet with their examiners to discuss preparation for the exams. During Spring Quarter, students should meet with their examiners twice prior to the exam in order to discuss questions arising from their readings. Of course, throughout the process students are encouraged to discuss questions arising from their readings with other faculty members, both inside and outside the Department of Germanic Studies.

**First Year: Time Schedule for M.A. Exam**
- Fall, Week 8 - Choose examiners
- Winter, Week 4 - Submit exam list for approval
- Winter, Week 7 - Arrange to meet with examiners to discuss exam preparation
- Spring, Week 8 - Written exam
- Spring, Week 9 - Oral exam

**The Degree of Doctor of Philosophy**

The Ph.D. phase of study will be self-designed to a greater extent than the M.A phase. Students who enter with an M.A. from another university will be required to take one pedagogy course in their first year ("Acquisition and Teaching of Foreign Languages"). This requirement may be waived by the department if a student can demonstrate that equivalent work was successfully completed at another institution. Completion of the course (or a departmental waiver), together with a “superior” rating
on the oral proficiency interview in German taken early in the first quarter (or re-taken later if necessary), are prerequisites for teaching appointments.

**COURSE WORK**

Students will establish a balance of course work and individual preparation that best suits their intellectual agenda. Course selections, however, must be approved by the Director of Graduate Studies (http://german.uchicago.edu). A minimum number of eight courses over two years, not including the pedagogy course, is required. All of these courses must be taken for credit. Six must be taken for a letter grade. The remaining two may be taken Pass/Fail. Typically, the two post-M.A. years (during which students will also be teaching) will look as follows: two seminars each quarter the first year; at least one seminar each quarter for the fall and winter quarters of the second year; exams in the spring quarter of the second year. In this way students will have ample time during the second Ph.D. year to prepare for the exams.

**LANGUAGE EXAMINATION**

All students are required to pass one university foreign language reading examination (usually in French, ancient Greek, Latin, Russian, Spanish, Turkish, or Italian) before taking their Ph.D. oral exams. Students whose dissertation work requires them to read original texts in a language not listed above may petition the department and division to accept that language instead.

**PH.D. EXAMINATIONS**

Students will complete the Ph.D. exams in three stages. During the last quarter of the first Ph.D. year and the following summer, students are asked to begin assembling a Ph.D. major field list (of about 50 works) and two annotated syllabi for future courses—one undergraduate, one graduate—that they would like to teach. An important part of the job market portfolio, the syllabi are to demonstrate the student’s ability to ‘translate’ some of their research interests into viable seminars and to explain their choices. The syllabi should include a rationale for the design of the course. The two courses should be on topics other than the major field, although they may intersect with it. The major field list should be organized around a broad topic such as “Discourses of Madness from Kant to Musil”, “Worldly Provincialism: German Realism 1850-1900”, or “The Aesthetics of Sacrifice in Post-war Provincialism: Literature and Art.” Students should then group their 50 works into several clusters according to particular themes or sets of questions. Students are invited to consult with as many faculty members as possible as they work on these materials. They should also arrange for an exam committee of three faculty: two faculty members (normally both members of the department) to compose and evaluate the written examination questions, and a third faculty member (from either the departmental or affiliated faculty) to serve as an additional examiner for the oral exam.

At the beginning of the fall quarter of the second Ph.D. year, students will submit preliminary exam lists and both syllabi to the faculty committee they have chosen and to the graduate advisor. (In many cases, students will actually wish to submit one of these syllabi for the annual Tave competition in the winter quarter. (The
Stuart Tave Teaching Fellowship allows graduate students to teach a free-standing, self-designed undergraduate class.)

The four-hour, open-book, written exam will be taken no later than the 7th week of spring quarter. Six weeks prior to the exam, each student will submit to the exam committee and to the graduate advisor a list of categories and questions that indicate what he or she considers to be the salient issues of the major field. Faculty will use this list as a guide in preparing the exam. Within two weeks of the exam, the committee, joined by the third member, will meet with the student for an hour-long discussion that will encompass the exam, the two syllabi, and plans for the dissertation. Students should work on their dissertation proposals over the summer and schedule the formal proposal defense at the beginning of the fall quarter of the third Ph.D. year. For further details regarding the Ph.D. examinations, students are encouraged to consult with the graduate advisor.

**Second Ph.D. Year: Time Schedule for Ph.D. Exam**

- **Fall, Week 3** - Preliminary exam list and syllabi
- **Spring, Week 2** - Submit list of questions/categories designed to help you organize and think about the texts on your major field; these should be submitted to the exam committee and the DGS
- **Spring, Week 7** - Written exam
- **Spring, Week 9** - One hour long discussion of written exam, syllabi, major field list, and dissertation plans

**Dissertation Proposal**

After the Ph.D. examination, a student identifies and selects a dissertation committee. One member of the committee is chosen as the dissertation advisor and primary reader, and the others as second and third readers. A proposal ought not attempt to predict the final conclusions of the project before the research is fully under way. Instead, it should attempt to divide the project into subordinate questions and to rank the parts of the project in terms of priority. It should include a preliminary bibliography, a potential chapter structure and should indicate a rough timetable for the research and writing of the dissertation. The proposal of 20-25 pages should be problem-driven, question-oriented, and should contextualize the project within current debates in the field. The student will then have an opportunity to discuss the project in a PROPOSAL DEFENSE with the dissertation committee. This should be done not later than one quarter after the Ph.D. examination. Students should file copies of their examination lists and proposal with the department administrator.

The dissertation proposal is due no later than one quarter after passing Ph.D. examinations.

**Writing the Dissertation**

After the proposal has been approved by the readers, the student should plan on spending the remainder of the fourth year researching and reading. Some students may spend this time away; others may choose to remain in Chicago to work closely with their readers. We encourage students to try to complete the dissertation during
the fifth year, if possible. All students should complete the dissertation by the end of
the sixth year.

TEACHING IN THE COLLEGE

Graduate students in the Department of Germanic Studies at the University of
Chicago will enter the job market with a solid basis in current pedagogical theory and
practice as well as a range of teaching experiences in a variety of classroom settings.
Teaching in the undergraduate language program is an integral part of the graduate
program.

Before they begin teaching, graduate students must participate in a graduate
seminar on pedagogy ("Acquisition and Teaching of Foreign Languages"). This
course is an introduction to foreign language acquisition and to the theoretical
models underlying current methods, approaches and classroom practices. Syllabus
and test design and lesson planning are also treated. All participants do two days of
observation and two days of supervised teaching in a first-year class.

Graduate students have the opportunity to teach in the beginning and intermediate
German language program (http://german.uchicago.edu/graduate). They have full
responsibility for the courses they teach, including syllabus design, day-to-day
instruction, test design, grading and all other record keeping. Input from the graduate
students is also critical in the ongoing implementation and revision of the curriculum.
Internal grant monies have been made available to support the development of an
on-line writing project designed by graduate students, as well as other curricular
innovations.

Graduate students also have the opportunity to work as on-site coordinators
and/or instructors in study-abroad programs in Vienna and Freiburg (http://
german.uchicago.edu/graduate). The preparation of students for study-abroad and
their reintegration into the curriculum is an ongoing process in which graduate
students, in their roles as instructors, are deeply involved.

Each fall there is an orientation for all graduate students who will teach that
year. It is held in conjunction with the Center for Teaching and Learning (http://
teaching.uchicago.edu) and deals with general procedural and pedagogical issues as
well as specific course objectives and practices. This inter-departmental cooperation
also includes jointly held workshops and seminars on different topics in the field
of second language teaching, offered by University of Chicago faculty and experts
from other institutions.
GERMANIC STUDIES - GERMAN COURSES

GRMN 32716. The Novel-Essay and its Past. 100 Units.
Two important examples of the “novel-essay” or “novel of ideas”, Mikhail Artsybashev’s Sanin and Robert Musil’s Man Without Qualities will be discussed in the light of the theory of the novel and in comparison with the genre of philosophical essays. We will also consider the role of the narrator in modernist fiction.
Instructor(s): O. Solovieva Terms Offered: Spring
Equivalent Course(s): CMLT 31705, GRMN 22716, REES 29811, CMLT 21705

GRMN 33300. Reading German for Research Purposes. 100 Units.
This rigorous course begins with an introduction to grammar and vocabulary enabling students to read and comprehend German. Students then perform a series of process exercises designed to practice the specific skills they need to use German for research. Students able to work with texts and journals in their own discipline to complete these exercises. Graduate students who take and perform well in this course will be able to read in a foreign language reading, and will also master skills they useful as scholars in their field. The course also prepares student for the graduate reading exam. No previous knowledge of German necessary.
Instructor(s): James McCormick Terms Offered: Winter, Spring
Prerequisite(s): Open to College students with consent of instructor.
Equivalent Course(s): GRMN 23333

GRMN 35116. Yiddish Literature Between the World Wars. 100 Units.
This course provides an introduction to the major authors, themes, and literary styles of Yiddish prose between the two World Wars. In the wake of WWI—or “The Catastrophe” as it was known in Yiddish—writers tried to make sense of the new cultural, linguistic and political landscapes with which they were met. The result is a body of texts in which discharged soldiers, urban migrants, struggling poets, committed communists and dissolving rabbinical dynasties compete for power and attention. We will examine these issues in texts produced in the shifting centers of Yiddish modernism: Moscow, Berlin, Warsaw and New York. We begin with Sholem Aleichem’s “Tevye the Dairyman”, published as the First World War was coming to an end and we conclude with a novel by Yankev Glatshteyn, published only months after the German invasion of Poland. This discussion-based course will presume no previous knowledge of Yiddish literature or language. Taught in English. Yiddish readers will meet for an additional weekly session.
Instructor(s): S. Yudkoff Terms Offered: Spring
Equivalent Course(s): YDDH 35116, GRMN 25116, JWSC 25116, YDDH 25116
GRMN 35316. The Laocoon Phantasm. 100 Units.
Long before its discovery and excavation on January 14, 1506, the Laocoon sculpture had entered the West’s cultural and aesthetic imaginary, prompted by a misreading of Pliny’s Natural History. In the German context, credit goes to Johann Joachim Winckelmann for extolling the sculpture’s “noble simplicity” and “quiet grandeur” and installing it as the phantasmatic ideal of classical subjectivity. The enduring fascination of Lessing, Herder, Goethe, Moritz and others with the Laocoon testifies to its pivotal role in shaping the emergent discipline of aesthetics and in articulating the concept of Bildung in Enlightenment Germany. Furthermore, its subject matter, the sacrifice of a priest, points to the complicated and often counter-intuitive process of secularization underwriting the theorization of art in the eighteenth century.
Readings in German and discussions in English.
Instructor(s): C. Wild
Terms Offered: Spring
Prerequisite(s): Readings in German and discussions in English (or German upon request).

GRMN 36216. Domestic Tragedy. 100 Units.
From its inception in ancient Greece tragedy feeds on a transgression. The ideology and economy of kleos (glory) predicates that the male hero seeks the accumulation of excellence and prestige elsewhere, far from home on the battlefield, so that he can reap the fruits of his heroic labor in peace upon his return (nostos). Like Homer’s Odyssey, in which its eponymous hero turns his home into a battlefield when he slays his wife’s suitors, tragedy routinely violates the relegation of violence to a distant place by letting it back into the house (oikos). What makes these tragedies tragic, is then the return of violence into the home. The seminar will trace the contradictory double coding of the house/home in tragedy as a place of refuge and safety as well as a site of unthinkable, because familial violence. We will start by reading a few representative Greek tragedies alongside Aristotle’s Poetics, then make a stopover in Early Modern theater (probably Shakespeare and Racine) in order to arrive at Bourgeois tragedy, which conceived itself programmatically as domestic. We will examine French examples of the genre (Diderot) as well their German counterparts (Lessing, Schiller, and), and end with its latest flowering in Scandinavia (Ibsen, Strindberg).
Instructor(s): C. Wild
Terms Offered: Winter
Prerequisite(s): Readings and discussions in English.
Equivalent Course(s): CMLT 36216
GRMN 36316. Waiting. 100 Units.
In this course we explore figures and figurations of waiting. We will concentrate on moments of deceleration and distraction; on representations of passivity, abeyance, and postponement. By studying characters who hesitate and cannot act, we will examine the nature of action, decision, and event. Furthermore, we will ask what kind of temporality underlies waiting. By tracing waiters in their many incarnations, we will ask whether it is possible to make out an advantage (epistemological, emotional, etc.) to this temporal stance and the negative connotations it usually invokes. Wherein lies the promise of waiting and inaction? Readings include: Schiller, Schlegel, Novalis, Eichendorff, Büchner, Nietzsche, Kracauer, Blanchot.
Instructor(s): M. Christian Terms Offered: Spring 2016
Note(s): Course will be conducted in German
Equivalent Course(s): GRMN 26316

GRMN 36516. Heidegger’s Being and Time. 100 Units.
A study of Being and Time, directed at novice, returning, or perennial readers of Heidegger. We will supplement the main text with passages from the lectures on The Basic Problems of Phenomenology and The Fundamental Concepts of Metaphysics, next to some essay work. It is recommended to read the book in preparation for the class. While the ability to use the German original is not a requirement, Heidegger’s thinking will demand rigorous attention to the poetics of the work.
Instructor(s): F. Klinger Terms Offered: Winter

GRMN 37316. Friedrich Nietzsche’s Twilight of the Idols. 100 Units.
In this seminar I shall present a new interpretation of the last book Nietzsche published himself. In ”Ecce homo” he says about ”Twilight of the Idols”: “there is nothing that is of more substance, that is more independent, more subversive, more evil.” The book is avowedly in the service of the “revaluation of all values.” On the other hand Nietzsche calls the book his “relaxation” from the “enormous task of the revaluation.” ”Twilight of the Idols”, or ”How to Philosophize with a Hammer” presents all the great themes of Nietzsche’s late philosophy and prepares the culminating dyad of this oeuvre, ”Ecce homo” and ”The Anti-Christ”.
Instructor(s): H. Meier Terms Offered: Spring
Equivalent Course(s): FNDL 27318,GRMN 27316,PHIL 24713,PHIL 34713,PLSC 37318,SCTH 37318

GRMN 37915. Liturgical and Secular Time. 100 Units.
The seminar will focus on the notion of liturgical time as developed by Franz Rosenzweig in the last part of his magnum opus, The Star of Redemption. New thinking about the political theological aspects of liturgical practices will also be examined, above all in the work of Giorgio Agamben. We will ultimately want to investigate the intersection of liturgical and messianic time in the figure of Sabbath rest.
Instructor(s): E. Santner, P. Mendes-Flohr Terms Offered: Autumn
Equivalent Course(s): HIJD 43805
GRMN 38815. Literature as Trial. 100 Units.
The affinities between literary and judicial practice seem as old as literature itself. Countless literary works take the form of a trial, revolve around a case or trial scene, or negotiate competing ways of seeing and talking. What is the relationship between judgment and poetic form? Can "trial" be understood as a distinct form of discourse? What role can the literary play in the legal process? Is there a privileged relationship between the trial and the dramatic genre? Can literature be a training for judgment? Are there specifically poetic forms of justice? Readings include Sophocles, Dante, Shakespeare, Kleist, Kafka, Arendt, Weiss, Derrida, Coetzee.
Instructor(s): F. Klinger Terms Offered: Autumn
Equivalent Course(s): CMLT 28815, CMLT 38815, SCTH 38816, GRMN 28815

GRMN 40415. Sex and the Absolute: Hegel and Freud. 100 Units.
This “compact seminar” will stage an encounter between these two remarkably heterogeneous thinkers. On the one hand, we have the man who extolled the powers of reason and knowledge to the point of raising the claim to absolute knowledge, and on the other hand, the man who devoted his career to entities that present the cracks of reason and knowledge, the unconscious, the drives, desires, traumas. The bottom-line of the course will be the exploration of the spirit (or the demon) of negativity and the trajectory that the very notion of negation accomplished between Hegel and Freud, underlying so much of what is going on in contemporary philosophy.
Instructor(s): E. Santner, M. DOlar Terms Offered: Autumn