

'Taking seriously. — In the great majority, the intellect is a clumsy, gloomy, creaking machine that is difficult to start. They call it "taking the matter seriously" when they want to work with this machine and think well. How burdensome they must find good thinking! The lovely human beast always seems to lose its good spirits when it thinks well; it becomes "serious". And "where laughter and gaiety are found, thinking does not amount to anything": that is the prejudice of this serious beast against all "gay science."
— Well then, let us prove that this is a prejudice.'

Nietzsche, *The Gay Science*, §327.

PHIL421/422
Philosophy Seminar / Honors Seminar
Nietzsche and Contemporary Interpreters
Fall 2015

Tuesday, 4:30pm - 7:10pm
Robinson A205

Prof. Rachel Jones
Office: Robinson B462
e-mail: rjones23@gmu.edu
Office Hours: Thursday 10.30am - 12noon or by appointment

1. Course Outline

This course will focus on the work of Friedrich Nietzsche, with the sub-themes of nature, life, truth and art. The course will span Nietzsche's early and later writings, based on a close reading of *The Birth Of Tragedy*, *The Gay Science*, and selections from *Twilight of the Idols* and *Ecce Homo*. Together we will examine ideas such as: the re-naturalization of man (and the place of woman in Nietzsche's thought); the 'death of God' and the de-divinization of nature; the will to truth and the necessity of illusion; affirmation and the eternal return; the necessity of art for life.

In the second half of the semester, we will examine the ways in which Nietzsche's thought has been taken up by two influential recent thinkers, Sarah Kofman and Elizabeth Grosz. Kofman offers one of the most important and persuasive readings of Nietzsche as a perspectivist who diagnoses our values as symptomatic of our relation to life (healthy and affirmative, or decadent and life-denying). On Kofman's view, Nietzsche reveals that we are all artists, whether we want to be or not. Elizabeth Grosz is a key figure amongst a group of thinkers often described as the 'new feminist materialists'. Grosz shows why Nietzsche has been such an important figure for feminists interested in rethinking the body (both human and nonhuman) as well as human relations to life and materiality (that which in Western thought has often been conceptualized as 'nature'). More specifically, she re-evaluates Nietzsche's relation to Darwin with radical implications for our thinking of life, time, difference, and becoming.

We will widen our understanding of the scope and relevance of Nietzsche's thought for contemporary debates with references to a number of other key interpreters: Alfonso Lingis on will to power as a cosmological theory; Graham Parkes on the ecological implications of

Nietzsche's thought; and Luce Irigaray on the limits of Nietzsche's thought in relation to a radical feminist philosophy of difference and birth. The course as a whole will show why Nietzsche's 'untimely' thought has become so timely and pressing, especially given the contemporary need to re-think human relations with nature and the environment. As Nietzsche shows us, such a re-thinking cannot take place without questioning - and transforming - the very concepts and values that have been central to modern western thought and culture, including our conception of 'the human' itself.

2. Learning Outcomes

On successful completion of the course students will have acquired:

- A deep and critically informed understanding of selected key texts by Friedrich Nietzsche
- A critical understanding of selected key interpreters of Nietzsche
- A greater understanding of key questions and themes in the continental philosophical tradition
- An appreciation of the relevance of Nietzsche's work to key debates in contemporary continental philosophy, particularly those concerning art, nature, truth and life
- An enhanced ability to produce textual analysis, informed interpretation and critical argument
- An enhanced capacity to produce philosophical writing at a high level, in keeping with the Philosophy program's standards for good writing:*
<http://philosophy.gmu.edu/undergraduate/writing-standards>

Please note: This course is a designated 'Writing Intensive' course. It fulfills the writing-intensive requirement for the Philosophy major. It does so through a structured series of assignments (short papers, a presentation, a worksheet) which will allow you to build towards a final longer paper that will exemplify your analytic, synthetic and critical skills in an extended piece of philosophical writing.

Written feedback will be provided on each assignment across the semester. Please review it carefully. Each student will have an individual consultation on their final paper topic, at which we will review your writing for the course so far and identify strengths and weaknesses so as to help you improve your writing for the final paper. I will also provide feedback on a draft of the final paper, which must be submitted by the required deadline to allow time for comments (for all assignment deadlines, see the course schedule below).

The full draft of your final paper will also be reviewed via a structured peer review process. As this class is a joint 400 / 600 level course, this will allow you the opportunity to gain feedback from graduate level students as well as to read work by graduate students. Reviewing the papers of others can be as valuable as gaining feedback from them: both aspects of the peer review process can provide you with a helpful, distanced perspective on your own work.

For these reasons, 5% of the final grade will be allocated to full participation in the individual consultation (2%) and peer review (3%) processes.

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Comment [GG2]: Students are required to write at least 2 assignments.

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3. Key Texts

The key reading for each week is listed in the course schedule below (section 5). You will need to have your own copy of the main texts we will be discussing. **Please note that it is essential to use the specific editions and translations listed below.**

It is also strongly recommended that you obtain these books in print (not electronic) form, as we will be doing a lot of close textual work in class and for written assignments. If you decide to purchase electronic versions of these texts, please make sure that the version you are using is the correct edition and translation (as listed below) and that it shares the same pagination as the printed version. This is essential for referencing, both in class and in written assignments.

Books for purchase (in the order in which we will be using them):

1. Friedrich Nietzsche, *The Gay Science*, translated with commentary by Walter Kaufmann, Vintage: 1974 (paperback)

ISBN-10: 0394719859

ISBN-13: 978-0394719856

2. Friedrich Nietzsche, *The Birth of Tragedy and the Case of Wagner*, translated Walter Kaufmann, Vintage, 1987 (paperback)

ISBN-10: 0394703693

ISBN-13: 978-0394703695

3. Walter Kaufmann, ed, *The Portable Nietzsche*, Penguin, 1977 (paperback)

ISBN-10: 0140150625

ISBN-13: 978-0140150629

4. Sarah Kofman, *Nietzsche and Metaphor*, trans. D. Large, Stanford University Press, 1994 (paperback);

ISBN-10: 0804721866

ISBN-13: 978-0804721868

Texts to be provided as pdfs on BB:

Adrian Del Caro, 'The Birth of Tragedy'

Keith Ansell-Pearson, 'The Gay Science'

Friedrich Nietzsche, 'On Truth and Lie in an Extra-Moral Sense'

Elizabeth Grosz, 'Nietzsche's Darwin' (from *The Nick of Time*)

Elizabeth Grosz, on the Will to Power and The Eternal Return (from *The Nick of Time*)

Elizabeth Grosz, on Darwin and Life (from *Time Travels*)

Elizabeth Grosz, 'Nietzsche and the stomach for knowledge'

Alfonso Lingis, *On Will To Power*, (extract)

Graham Parkes, 'On Nietzsche as Ecological Thinker'

Luce Irigaray, *Marine Lover of Friedrich Nietzsche* (extract)

Further reading: suggested further reading is listed at the end of this syllabus - wherever possible, the relevant books/journals are available via the GMU library (either as hard copy or electronically). There are a lot of good books in the Fenwick library on Nietzsche. One of the best ways to research them is to go and browse on the shelves for texts and collections of

essays that seem relevant - use the list at the end of this syllabus as a guide to recommended work.

4. Course Requirements

4.1 Assignments

a) Attendance and Participation (5%)

Regular attendance and active participation is expected. **5% of your final grade will be determined by your participation in weekly class activities for the 14 class meetings.** These activities will vary from week to week and may include small group discussions, informal writings, blackboard discussions, etc. This is an all or nothing grade - if you participate in the relevant activities each week, you get full marks. If you are absent or don't complete a set activity (such as participating in a BB discussion), without mitigating circumstances, you don't get the participation mark for that week.

The course will be run primarily as a seminar – I will give lectures to provide context and frameworks for reading and thinking, but much of our work will be done collaboratively through discussion, based on close readings of the texts and in-depth, critical discussion. *How well this works depends on how much time and thought everyone gives to the relevant texts before each session - I will expect everyone to have read the texts at least once and to be able to participate actively in discussion, with questions and comments.*

Nietzsche is a provocative, challenging and much misunderstood thinker who unsettles our commonsense presuppositions. By sharing our questions, problems, enthusiasms, criticisms (etc) we will all emerge with wider, more informed perspectives and deeper understandings (as well as more thoughts and questions to follow up).

b) Short Papers (2 x 10%)

You will write two short papers. The aim of these papers will be to consolidate your understanding of the key texts, as well as to demonstrate your ability to explain and engage thoughtfully with them in your own words. They are designed to help generate a secure foundation on which to build your final paper.

The first paper (c.4 pages) will be on *The Birth of Tragedy*. The second paper (c.6 pages) will be on *The Gay Science*. Specific briefs for each paper will be distributed 1-2 weeks in advance (in class and on BB - see course schedule below). For these papers, main focus will be on your direct use and engagement with the primary texts. The use of secondary texts in the paper is *not* required, though reading some relevant secondary literature is strongly advised, to help develop and inform your understanding of Nietzsche. See further reading list below for suggestions.

c) Group Presentation (10%)

There will be one group presentation. Each group will present on one section of chapter IV of Sarah Kofman's book *Nietzsche and Metaphor*. Groups and sections will be allocated 3 weeks in advance, along with further details of the assignment and how it will be graded.

d) Assessed Worksheet (10%)

Comment [GG4]: Syllabus describes grading criteria for all major writing assignments.

There will be an assessed worksheet on one of the readings from Elizabeth Grosz. This will be distributed in advance of the relevant class session and will form the basis of our discussions in that session. You will then have an opportunity to revise your answers before submitting them on BB.

e) Final Paper (55%)

50% for the final written paper;

2% for participation in individual consultation meeting;

3% for full participation in peer review (i.e. submitting draft and reviewing 2 others).

Please note: the individual consultation and peer review grades are 'all or nothing': if you participate in each process fully, you receive full marks.

This paper is the culmination of your work for the course. It will address a key aspect of Nietzsche's thought, as found in the texts by Nietzsche that we have studied on the course. It will also draw upon or address in a substantial way the work of at least one of the two key commentators studied on the course: Kofman or Grosz. You may also wish to draw on other texts referred to on the course (by Del Caro, Ansell-Pearson, Lingis, Parkes or Irigaray) to provide additional lines of commentary, interpretation and/or critical argument.

You will be expected to reference at least three further relevant scholarly sources, drawn from your own wider reading and research, to show that your paper is critically situated in the field. You may also reference other texts by Nietzsche, that we did not study on the course. However, you are strongly cautioned against writing an overview type paper which simply summarizes a range of sources: you need to choose a specific topic or question, and pursue it in depth across the key texts by Nietzsche and the relevant key commentator (Kofman or Grosz). Use additional secondary texts to situate, develop, and nuance your reading, and/or to provide alternative perspectives or critical arguments. Don't lose sight of your own focus, question or argument - make sure this drives the essay and remains its central thread.

Sample questions / topics for final papers will be distributed in Week 10. However you are encouraged to devise your own question or topic if you wish - this needs to be agreed with me either in person or by email before the Thanksgiving break. Students will meet with me individually in Weeks 11 or 12 to review their writing for the course so far and discuss their final paper plans. A draft of the final paper must be submitted by 12 noon on Monday November 30th (the Monday after the Thanksgiving break). Ideally this should be a full draft, but it must consist of at least 50% of the final paper plus a detailed plan for any sections not yet written. Feedback will be given via a second consultation (or via email where this is not possible in a timely way). The final draft will also be reviewed via a structured peer review process.

4.2 Submission of Written Work

All graded written work should be uploaded on Blackboard (a link will be provided for each assignment). For the first short paper, please also bring a paper copy to class the next day (or submit to my mail box in the Philosophy Department Office, Robinson B465).

In general, deadlines are non-negotiable. Extensions can be given where there is a good reason for submitting the work late. **Wherever possible, extensions should be arranged with me in**

Comment [GG5]: Syllabus describes any specific strategies and conventions necessary for student success for this assignment.

advance (by email is fine). Extensions cannot be given beyond the last day of the exam period.

I will take the **date of submission** from when the assignment is uploaded on BB, NOT from when a paper copy is submitted. If there is a problem with BB that means you cannot upload the paper, email me it instead and let me know about the problem.

Lateness penalties: unless you arrange an extension with me, or there is a general BB problem that affects all students, graded work will lose one grade for each day it is late (i.e. a paper that would otherwise receive a B grade will receive a B minus if submitted 1 day late). This includes weekends (Saturday and Sunday count as two days). This is to ensure fairness in the grading of the course (i.e. everyone has the same amount of time for the same assignment).

4.3 Technology in the classroom

Mobile phones should be switched to silent (or preferably turned off) and put away, unless you have an emergency situation that you need to monitor.

Laptops / tablets are permitted if that is the way you normally take notes, but only for that purpose. Other electronic devices should be put away. If using a laptop for notes, please turn off your internet connection and above all, during class time, please do not check email or other social media. As a class, we are in 'flight mode' (lines of thought can be lines of flight too - see Gilles Deleuze and Felix Guattari, *A Thousand Plateaus*, for the concept of 'lines of flight').

Electronic media can be an invaluable help with further research, e.g. for finding and accessing secondary sources. Please feel free to make copious use of them outside of class time! But the time for sustained thought and discussion is (increasingly) rare - I would like us to make the most of our 2 hours and 40 minutes each week. This is a discussion and text based course: during class time I would like us to engage with each other, the ideas and the texts, and (so far as is possible!) nothing else.

5. Course Schedule

NB This is a provisional schedule of key readings – depending on how discussions unfold, we may progress through the material more slowly, and/or switch readings around. Any significant changes will be posted on the Blackboard site for this course and signalled via email (using your GMU email address). Please check both regularly.

All classes are on Tuesdays, 4.30pm - 7.10pm, Robinson A205

Week 1: September 1st

Introduction to the course

The Birth of Tragedy 1: Schopenhauerian Beginnings - Representation/Apollo & Will/Dionysus

Reading: Nietzsche, *The Birth of Tragedy*, sections 1-6

Useful background reading for weeks 1 & 2: Adrian Del Caro, 'The Birth of Tragedy' (pdf on BB)

Week 2: September 8th

The Birth of Tragedy 2: Music, Art and Life

Reading: Nietzsche, *The Birth of Tragedy*, sections 7-16

Short Paper 1 - brief distributed; due on BB by 12 noon on Monday September 14th BB, paper copy to class next day

Week 3: September 15th

Re-evaluating Truth

Reading: Nietzsche, 'On Truth and Lie in an Extra-Moral Sense' (on BB)

Nietzsche, *The Gay Science*; 'Preface for the Second Edition'; & Book 5, section 355.

Week 4: September 22nd

The Gay Science 1: Re-evaluating Reason / Re-affirming Art

Reading: Nietzsche, *The Gay Science*, Book 1 (especially sections 1-15, 21, 23-38, 39, 46-48, 54-56) & Book 2 (especially sections 57-80, 84-88, 92, 107).

Useful background reading for weeks 4-6: Keith Ansell-Pearson, 'The Gay Science' (pdf on BB)

Week 5: September 29th

The Gay Science 2: The Death of God; Re-naturalizing Man, De-divinizing Nature

Reading: Nietzsche, *The Gay Science*, Book 3, especially sections 108 - 127, 143; Book 5, sections 343-347.

Short Paper 2: Brief Distributed

Week 6: October 6th

The Gay Science 3: Towards Affirmation - The Art of Living and the Eternal Return

Reading: Nietzsche, *The Gay Science*, Book 4

Brief and groups for group presentation distributed

Week 7: October 13th - no class (Columbus Day - Monday classes on Tuesday)

Short paper 2 due on BB by 6pm on Friday 16th October

Week 8: October 20th

The Art of Becoming

Reading: Nietzsche, *Twilight of the Idols & Ecco Homo* (selections from *The Portable Nietzsche* and on BB)

Week 9: October 27th

Sarah Kofman's reading of Nietzsche: metaphor as hermeneutic clue

Reading: Sarah Kofman, *Nietzsche and Metaphor*, Chapters 1 & II, Chapter III sections 1-5 only (pp. 1-42)

Week 10: November 3rd
Group Presentations

Reading: Kofman, *Nietzsche and Metaphor*, chapter IV: Metaphorical Architectures (pp. 59-80)
Final paper questions/topics distributed.

Week 11: November 10th

The Overcoming of Metaphor: Perspectivalism and *Homo Natura*

Reading: Nietzsche, *The Gay Science*, section 374; Sarah Kofman, *Nietzsche and Metaphor*, chapters V & VI (pp. 81-119)
Grosz worksheet distributed

Week 12: November 17th

Elizabeth Grosz: Nietzsche and Darwin - Rethinking Life
* Bring Grosz worksheet to class

Reading: Elizabeth Grosz, *Time Travels* (chapter 1 extracts, & chapter 2) & *The Nick of Time*, chapter 4 (all on BB)
Useful background reading for Weeks 12-13: Elizabeth Grosz, 'Nietzsche and the stomach for knowledge' (pdf on BB)

Upload Grosz on BB worksheet by 6pm Friday November 20th.

Week 13: November 24th

Grosz on The Will to Power and the Eternal Return

Reading: Nietzsche, *The Gay Science*, Book 5, 349; Elizabeth Grosz, *The Nick of Time*, ch. 5 (extract on BB) and chapter 6 (on BB); Alfonso Lingis, 'The Will to Power' (extract on BB)

THANKSGIVING BREAK

Draft of final paper due on BB by 12 noon on Monday November 30th

Week 14: December 1st:

Critical Voices: Nietzsche, Birth and Ecological Thinking

Reading: Graham Parkes, 'Nietzsche as Ecological Thinker' (on BB)
Luce Irigaray, *Marine Lover of Friedrich Nietzsche* (extract on BB)

Final draft uploaded for Peer Review by 6pm Sunday December 6th

Week 15: December 8th: in-class peer review of final papers

Final Papers due: 12 noon Monday December 14th (NB no extensions or exceptions barring extreme and serious circumstances)

Comment [GG6]: Syllabus indicates required draft deadline and revision deadline, with sufficient time for thoughtful faculty feedback and for student revision.

6. Commitment to Diversity

The Philosophy Department seeks to create a learning environment that fosters respect for people across differences. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Each course offers an opportunity for us to develop this commitment together, not just as an attitude but a mode of critical practice that can involve, amongst other things:

- being willing to listen to other perspectives and to hear criticism of one's own views;
- expressing criticisms and differences of opinion in ways that are not personal or hurtful and that leave space for other voices (and the possibility that one is wrong!);
- not rushing to judgment: being willing to evaluate different positions while being unsure where one stands;
- having good reasons for one's views, but being willing to be unsettled and change one's mind;
- basing critical comments or questions on as good an understanding of another person (or text or theory) as one can manage;
- *and* being willing to accept that at any particular time, there will always be things one cannot see or understand (we all have blindspots).

An important aspect of the commitment to diversity is that it does not mean not being critical. Respecting others' views means taking them seriously, i.e., treating them as worthy of critical interrogation and evaluation themselves, *and* as having critical and transformative potential in relation to one's own existing views and commitments.

7. Academic Integrity and the Honor Code

As members of the academic community, you are expected to be attentive to issues of academic integrity, particularly as they relate to the acknowledgement of sources and appropriate citation and reference practices. If you have questions about referencing practices, please do not hesitate to ask me, and/or to consult the resources housed on the Writing Center webpage: <http://writingcenter.gmu.edu/>

This course is conducted in accordance with the GMU Honor Code as set out on the University website: "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."
<http://academicintegrity.gmu.edu/honorcode/>

You are expected to be familiar with and to abide by this code; any violation will be reported to the Honor Committee for adjudication.

8. Student Support & Further Resources

Counselling and Psychological Services (CAPS): (703) 993-2380; <http://caps.gmu.edu/>

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please see me within the first 2 weeks of the semester and contact the Office of Disability Services (ODS) to ensure you receive the required support: 703-993-2472. All academic accommodations must be arranged through ODS: <http://ods.gmu.edu/>

University Libraries: <http://library.gmu.edu/>

Writing Center: <http://writingcenter.gmu.edu/>

9. Selected Further Reading Suggestions

Books and Edited Collections

- Allison, D. B., ed., *The New Nietzsche* (Cambridge, Mass.: MIT, 1985)
- Allison, D. B., 'Nietzsche knows no Noumenon', *boundary 2*, Vol. 9/10, Vol. 9, no. 3 - Vol. 10, no. 1, *Why Nietzsche Now? A Boundary 2 Symposium* (Spring - Autumn, 1981)
- Ansell-Pearson, K. ed, *A Companion to Nietzsche* (Wiley-Blackwell, 2009).
- Ansell-Pearson, K. and H. Caygill, eds., *The Fate of the New Nietzsche* (Avebury Press, 1993)
- Blondel, E., *Nietzsche: the Body and Culture*, trans. S. Hand (London: Athlone, 1991)
- Burgard, P., ed., *Nietzsche and the Feminine* (University Press of Virginia, 1994)
- Conway, D., ed., *Nietzsche: Critical Assessments*, vols. I-IV (London: Routledge, 1998)
- Danto, A., *Nietzsche as Philosopher* (Basingstoke: MacMillan, 1965)
- Deleuze, G., *Nietzsche and Philosophy*, trans. H. Tomlinson (London: Athlone Press, 1983)
- de Man, Paul, *Allegories of Reading*, chapters 4-6 (Yale University Press, 1979).
- Derrida, J., *Spurs: Nietzsche's Styles* (University of Chicago Press, 1979)
- Diethe, C., *Nietzsche's Women: Beyond the Whip* (de Gruyter, 1996)
- Gillespie, M. A. and T. B. Strong, eds., *Nietzsche's New Seas: Explorations in Philosophy, Aesthetics and Politics* (Chicago University Press, 1988)
- Gooding-Williams, R., *Zarathustra's Dionysian Modernism* (Stanford University Press, 2001)
- Higgins, K. M., *Comic Relief: Nietzsche's Gay Science* (Oxford University Press, 2000)
- Hollingdale, R. J., *Nietzsche: The Man and his Philosophy* (Cambridge University Press, rev'd ed. 1999)
- Jaspers, K. *Nietzsche*, trans. C. F. Wallraff and F. J. Schmitz (Johns Hopkins University Press, 1997)
- Kaufmann, W. *Nietzsche: Philosopher, Psychologist, Antichrist* (Princeton University Press, 1950, 1978)
- Langer, M., *Nietzsche's Gay Science: Dancing Coherence* (Basingstoke: Palgrave MacMillan, 2010)
- Lippitt, J., *Nietzsche's Futures* (Basingstoke: MacMillan, 1995)
- Löwith, K., *Nietzsche's Philosophy of the Eternal Recurrence of the Same*, trans. J. H. Lomax (University of California Press, 1997)

- Marsden, J., *After Nietzsche: Notes Towards a Philosophy of Ecstasy* (Palgrave MacMillan, 2002)
- Nabais, N., *Nietzsche and the Metaphysics of the Tragic* (London: Athlone/Continuum, 2006)
- O'Hara, D. T. ed., *Why Nietzsche Now?* (Indiana University Press, 1985)
- Oliver, K., *Womanizing Nietzsche* (London: Routledge, 1995)
- Patton, P., ed., *Nietzsche, Feminism and Political Theory* (London: Routledge 1993)
- Pippin, R. B., *Nietzsche, Psychology & First Philosophy* (University of Chicago Press, 2010).
- Rehberg, A., ed., *Nietzsche and Phenomenology* (Cambridge Scholar's press, 2011)
- Sallis, J., *Crossings: Nietzsche and the Space of Tragedy* (Chicago University Press, 1991)
- Salomé, Lou, *Nietzsche* (Redding Ridge: Black Swan, 1988)
- Schacht, R., *Nietzsche* (London: Routledge, 1983)
- Schacht, R., *Making Sense of Nietzsche* (University of Illinois Press, 1995)
- Schrift, A. D., ed., *Why Nietzsche Still?* (University of California Press, 2000)
- Scott, J., and A. T. Franklin, eds., *Critical Affinities: Nietzsche and African American Thought* (SUNY, 2006)
- Sedgwick, P., ed., *Nietzsche: a Critical Reader* (Oxford: Blackwell, 1995)
- Silk, M. S. and J. Stern, *Nietzsche on Tragedy* (Cambridge University Press, 1981)
- Sloterdijk, P., *Thinker on Stage: Nietzsche's Materialism*, trans. J. O. Daniel (University of Minnesota Press, 1989)
- Solomon, R. and K. Higgins, *Reading Nietzsche* (Oxford University Press, 1988)
- Strong, T. B., *Friedrich Nietzsche and the Politics of Transfiguration* (University of Illinois Press, rev'd edn, 2000)
- White, R., *Nietzsche and the Problem of Sovereignty* (Chicago: University of Illinois Press, 1997)
- Woodward, A. ed., *Interpreting Nietzsche: Reception and Influence* (Continuum, 2011).
- Zupancic, A. *The Shortest Shadow: Nietzsche's Philosophy of the Two* (MIT 2003)

Journals that regularly include articles on Nietzsche (not an exhaustive list!):

Angelaki
Continental Philosophy Review
Hypatia
International Philosophical Quarterly
Journal of the British Society of Phenomenology
Journal of Nietzsche Studies
New Nietzsche Studies
Philosophy and Literature
Research in Phenomenology

Symposium (Canadian Society for Continental Philosophy)
Theory, Culture and Society

See also: *boundary 2*, Vol. 9/10, Vol. 9, no. 3 - Vol. 10, no. 1, *Why Nietzsche Now? A Boundary 2 Symposium* (Spring - Autumn, 1981)