Deleuze’s *Difference and Repetition* (PHIL 615)  
Tuesdays 2:00 - 4:50, 250C SCH  
CRN: 27134  
Winter 2013

Instructor: Dr. Ted Toadvine (toadvine@uoregon.edu)  
Office Hours: R 2:00 - 4:00, and by appointment, 211 Susan Campbell Hall  
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**COURSE DESCRIPTION**

Our seminar will consist of a close reading and discussion of Gilles Deleuze’s 1968 masterpiece, *Difference and Repetition*, one of the key texts of French post-structuralism. Following Deleuze’s historical studies of Hume, Nietzsche, Kant, Proust, and Bergson, *D&R* is the first work in which Deleuze proposes his own philosophical position. As he writes in the preface to the English translation, “*Difference and Repetition* was the first book in which I tried to ‘do philosophy.’ All that I have done since is connected to this book, including what I wrote with Guattari” (xv). We will follow Deleuze’s efforts to think difference-in-itself and repetition-for-itself without subordinating them to identity or the Same, his critique of the classic image of thought, and his invention of a style of philosophical writing intended to express the non-conceptualizable and non-representable. Also of concern will be Deleuze’s relationship with the philosophical tradition (especially Kant, Nietzsche, Bergson, and phenomenology) and with other major figures of French post-structuralism, as well as the reception of his thought within the scholarly literature. It is expected that seminar participants will play an active role in conducting research and posing problems for the seminar to address.

**TEXTS**

In an effort to support local, independent booksellers, course texts have been ordered through Black Sun Books, 2467 Hilyard, 541 484-3777, www.blacksunbooks.net. They have agreed to stock a selection of the recommended secondary sources and other primary texts by Deleuze as well.

Students are expected to bring the texts to every class. Although you are not required to read along in the original French, this practice is recommended for serious scholars who intend to work in the area of French philosophy.

- Secondary essays to be distributed electronically.
- Recommended secondary texts:
  - Levi Bryant, *Difference and Givenness* (Northwestern, 2008)
  - Joe Hughes, *Deleuze’s Difference and Repetition* (Continuum, 2009)

**COURSE REQUIREMENTS**

1. participation  10%
2. presentation of secondary article  10%
3. term paper prospectus & annotated bibliography  20%
4. final term paper, ~12 pages  60%

1. **Participation/attendance:** You are expected to participate actively in this course, which includes attending every class, reading all assigned material prior to class, and participating productively and professionally in class discussions. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final grade. Absences from class will negatively affect your participation grade.
2. **Presentation of secondary article:** Each participant will sign up to present to the seminar a secondary article on Deleuze. All members of the seminar are expected to read these articles prior to the presentation. You will be expected to identify an article that you would like to present, which can be any peer-reviewed journal article or book chapter concerning Deleuze (although articles that address D&R and themes of interest to the seminar are preferable). Your selection should have my approval prior to distribution. Articles should be made available electronically at least one week in advance of your class presentation. After presenting the article (which should take no more than 10 minutes), plan to lead a discussion on the topic for an additional 10 minutes. Your presentation and handling of discussion will be the basis for 10% of your final course grade.

3. **Term paper prospectus:** You will submit, in the 8th week, a prospectus of your final paper with two components: (1) a 2-3 page detailed description of the topic and outline of your proposed argument (comparable to a proposal for a conference presentation); and (2) an annotated bibliography of at least five peer-reviewed secondary texts you intend to consult. Each annotation should be around one double-spaced page and include a summary of the article as well as an indication of its relevance for your project. Your prospectus must receive my approval in order for your final term paper to be accepted. The prospectus will be worth 20% of your final course grade.

4. **Final Term Paper:** Final papers should explore in detail a specific independently-chosen topic or theme related to the course and must include (a) examination of at least five scholarly secondary sources in addition to primary texts, and (b) the development of your own original position or critical response. Term papers should be around 12 double-spaced pages and must be stapled, proof-read, and use a standard system of citation (e.g., APA or Chicago). Papers are due on the date scheduled for the final exam, and extensions will be granted only in the case of genuine, documented emergencies. Late papers will lose one letter grade for each calendar day that they are late. Your term paper will count for 60% of your final course grade.

**POLICIES**

**Incomplete and extensions** will be given only in the event of documented emergencies.

**Retaining copies of all coursework:** Please retain copies of all work submitted and the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these copies as documentation.

**Computers and other electronic equipment:** Leave them home or turn them off. Exceptions granted only for legitimate academic reasons, which do not include updating your Facebook page.

**Academic Honesty:** Please review and familiarize yourself with the provisions of the Code of Student Conduct regarding academic honesty, [http://conduct.uoregon.edu](http://conduct.uoregon.edu). Violations of academic honesty will be met with disciplinary action (the usual punishment is an “F” for the course).

**Inclement Weather:** It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Blackboard and through the Blackboard email system.

**Individual Differences:** If you experience difficulty in this course for any reason, please don’t hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements, including the following:

- **University Teaching and Learning Center (TLC):** TLC provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: [http://tlc.uoregon.edu](http://tlc.uoregon.edu) – Phone: 541-346-3226.
University Counseling and Testing Center (UCTC): The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. Web: [http://counseling.uoregon.edu/dnn/](http://counseling.uoregon.edu/dnn/) – Phone: 541-346-3227

Accessible Education Center (AEC): The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: [http://aec.uoregon.edu/](http://aec.uoregon.edu/) – Phone: 541-346-1155

**TENTATIVE ASSIGNMENT SCHEDULE** *(any changes to these assignments will be announced in class)*

| Week 1: 1/7 | Introduction to the course  
| Prefaces (xi-xxii)  
| Introduction: Repetition and Difference (1-27) |
| Week 2: 1/14 | Chapter 1: Difference in Itself (28-69) |
| Week 3: 1/21 | Chapter 2: Repetition for Itself (70-128)  
| Secondary presentations |
| Week 4: 1/28 | Chapter 2 continued  
| Secondary presentations |
| Week 5: 2/4 | Guest Lecture: TBA |
| Week 6: 2/11 | Chapter 3: The Image of Thought (129-167) |
| Week 7: 2/18 | Chapter 4: Ideas and the Synthesis of Difference (168-221)  
| Secondary Presentations |
| Week 8: 2/25 | Chapter 4 continued  
| Secondary Presentations |
| Week 9: 3/4 | Chapter 5: Assymetrical Synthesis of the Sensible (222-261)  
| Secondary Presentations |
| Week 10: 3/11 | Conclusion (262-304) |
| Tuesday, 3/18, 5 pm. | **Term Papers Due**, Philosophy office, 211 Susan Campbell Hall |