

**Faculteit Wijsbegeerte**

**Faculty of Philosophy**

Rijksuniversiteit Groningen

Faculteit Wijsbegeerte  
Oude Boteringestraat 52  
9712 GL Groningen  
telefoon 31 (0)50 363 6161  
fax 31 (0)50 363 6160  
[www.rug.nl/filosofie/](http://www.rug.nl/filosofie/)

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# Studiegids

2023-2024

# Study Guide

2023-2024

Redactie: Bente Oost, Stefanie Kosch, Femke Hemelaar

Ontwerp kaft: *In Ontwerp*, Assen

Fotograaf: Jasper Bolderdijk

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# 1 Profile of the Faculty

## 1.1 The Faculty of Philosophy

The Faculty of Philosophy is an independent faculty with an outstanding reputation in the fields of teaching and research. Philosophy is studied in relation to developments in academia, culture and society. In addition, the entire history – from Classical Antiquity down to the present day – is studied and taught. There are three departments: History of Philosophy; Ethics, Social and Political Philosophy; and Theoretical Philosophy. Together they are responsible for two Bachelor's and four Master's degree programmes. The Faculty provides thorough philosophy training at each level, focusing specifically on critical thinking and analytical skills.

In addition to teaching students of its 'own' degree programmes, the Faculty also provides teaching to students from other faculties (in the forms of the Minor in Philosophy, the Honours programme in Philosophy and educational services) as well as to other interested parties (in the form of 'Open Lectures').

The Faculty offers the following degree programmes:

### Bachelor's degree programme in Philosophy (in Dutch)

In full-time mode, this is a three-year degree programme. The first year, or 'propaedeutic phase', provides an overview of the field of philosophy. In the second year, this foundation is deepened and the third year provides some possibility of specialization. A Bachelor's degree in Philosophy grants admission to the Master's degree programmes offered by the Faculty of Philosophy.

### Bachelor's degree programme in the Philosophy of a Specific Discipline

This degree programme is intended for students who would like to explore the philosophical aspects of a different discipline in depth. In fact, it involves a one-year Philosophy programme in addition to two years in a different Bachelor's degree programme. A Bachelor's degree in this programme grants admission to the Master's degree programmes offered by the Faculty of Philosophy under certain conditions.

### Master's degree programme in Philosophy and Society (Dutch, final intake year 2022-2023)

In its full-time variant, this is a one-year degree programme, which aims to train students to think independently and critically about the role that philosophy can play in public debates on social issues, as well as in the field of government policy and professional practice in a variety of fields. Note: As of 1 September 2023, the Philosophy and Society track will be formally closed. Students who have enrolled in the track before 1 February 2023 will be able to complete the track in 2023-2024, but in

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order to receive a diploma for this track, they will have to graduate before 1 September 2024.

#### Master's degree programme in Philosophy

In its full-time variant, this is a one-year degree programme, which has as its main objective to teach students to think in an independent and critical way about the fundamental questions of philosophy and about how these questions relate to problems in society. Furthermore, the programme has the objective to have students explore the various possibilities there are for them to practice philosophy outside of the domain of academic philosophy.

#### Master's degree programme in Philosophy, Science and Humanities

The Master's degree programme in Philosophy, Science and Humanities (PSH) is intended for students who would like to explore the philosophical aspects of their own Master's discipline. In fact, it involves a one-year Philosophy programme in addition to a different Master's degree programme.

#### Research Master's programme in Philosophy

This degree programme is specially designed for students with research ambitions. The programme takes two years and a selection procedure applies.

#### Master's degree programme in Philosophy, Politics and Economics

The one-year interdisciplinary Master's degree programme in Philosophy, Politics and Economics (PPE) integrates methods and theories from philosophy, politics and economics and applies them to concrete questions.

#### Master's degree programme in Education in the Humanities and Social Sciences - Philosophy

The Faculty of Philosophy offers a two-year teacher-training programme in Philosophy in collaboration with the Department of Teacher Education. If you already have a Master's degree in Philosophy, you can follow the one-year Master's degree programme in Pre-Higher Education Teaching (LVHO: Leraar Voorbereidend Hoger Onderwijs). The two-year Master's degree programme in Education in the Humanities and Social Sciences - Philosophy can be started directly after earning your Bachelor's degree.

All degree programmes can also be followed in part-time mode.

### **1.2 General structure of degree programmes**

All Bachelor's degree programmes are three-year programmes. The Master's degree programmes in PPE, Philosophy, and Philosophy and Society are one-year programmes, whereas the Research Master's programme and the Master's degree programme in PSH take two years. Admission to the Bachelor's degree programme in



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Philosophy will be granted on the basis of a pre-university (vwo) diploma or a degree certificate or first-year (propaedeutic) certificate from a university of applied sciences (hbo). Students who are over 21 years of age and do not have proper qualifications can take an entrance examination based on vwo partial certificates or a vwo national examination in the subjects Dutch, English and either Mathematics, History, or Philosophy. For more information about the entrance examination, please contact the study advisor or go to [www.rug.nl/filosofie/education/prospective/colloquium-doctum](http://www.rug.nl/filosofie/education/prospective/colloquium-doctum).

You will need a Bachelor's degree to be admitted to a Master's degree programme. However, separate admission procedures apply to the Research Master's programme and the Master's degree programme in PPE. These procedures can be found on the website, and the study advisor can also provide you with more information.

The duration of degree programmes is not only measured in time but also in ECTS credit points. ECTS stands for 'European Credit Transfer and Accumulation System', a European system for calculating student workload. The student workload is the time students spend on attending lectures, completing practicals and studying independently. The time needed to prepare for lectures and examinations is also included in the student workload. ECTS credit points are only awarded once a course unit has been successfully completed. One ECTS credit point is the equivalent of 28 hours of study. Each year consists of 60 ECTS. A Bachelor's degree programme comprises 180 ECTS and a Master's degree programme is worth 60 or 120 ECTS.

### **1.3 University of Groningen Honours College**

The University offers talented and ambitious Bachelor's students the opportunity to participate in the University of Groningen Honours College. The College offers talented students an environment within the University where they can critically examine knowledge and are challenged to develop new insights and innovative ways of thinking.

The Honours programme for Bachelor's students consists of 45 (as of cohort 2024, 30) extracurricular ECTS credit points, 25 of which are intended for in-depth study and 20 for broadening your horizons and for personal development (as of cohort 2024, the deepening and the broadening programmes will consist of 15 ECTS each). The in-depth parts are followed at your own faculty. The programme starts in the second half of the first year and will run for five semesters. The extra student workload is 25%, which means approximately 10-12 hours per week.

Students who are highly motivated can apply for a place in the University of Groningen Honours College, on condition that they have achieved good study results. Selection takes place on the basis of study results, CV, written motivation and references, as well as an interview with a member of the Honours College Admissions Board. Please consult the UG website ([www.rug.nl/honours](http://www.rug.nl/honours)) for more detailed

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information and the selection criteria. Email: [honours@rug.nl](mailto:honours@rug.nl)

#### **1.4 Graduate School of Philosophy**

The Graduate School of Philosophy was established to create a link between the top-quality research and teaching at the Faculty. It comprises a Research Master's programme and a PhD programme. The Research Master's programme in Philosophy is an internationally oriented programme that focuses on students who are considering a career in academia. Research Master's students can specialize in the fields of Ethics, Social and Political Philosophy, Theoretical Philosophy, or the History of Philosophy. Candidates for the PhD programme are recruited internationally. Researchers from the Groningen Institute of Philosophy (GRIPh) supervise the PhD students, thus creating close links to current research. For more detailed information see the website: [www.rug.nl/research/gradschool-philosophy/](http://www.rug.nl/research/gradschool-philosophy/).

#### **1.5 Research Master's programme in Philosophy**

The two-year Research Master's programme consists of a 'core curriculum' of four Core Issues course units and two Research in Practice course units, a number of electives, seminars, a semester abroad and writing a thesis. If you want to be considered for admission to the Research Master's programme, please submit your application file to the Graduate School before 1 May (start in September), or 1 November (start in February). A special admissions board will then assess whether you satisfy the entry requirements. More information about entry requirements and the programme can be found on the degree programme page: [www.rug.nl/masters/philosophy-research/](http://www.rug.nl/masters/philosophy-research/). Successful completion of the Research Master's programme will qualify you for a PhD programme. The Faculty makes several PhD positions available every year. Admission to the PhD programme is not automatically granted.

#### **1.6 PhD programme in Philosophy**

The PhD programme primarily consists of conducting academic research under supervision and writing a dissertation, usually within a period of four years. The PhD programme comprises conducting research and following a teaching programme. You will compile your teaching programme in consultation with your supervisor, choosing from the range of course units offered by the Faculty as well as other Graduate Schools and Research Schools (for example the Dutch Research School of Philosophy or "Onderzoekschool Wijsbegeerte OZSW") in the Netherlands or elsewhere. Your teaching programme will be mainly geared towards your own research. The Faculty Board determines the number of available PhD positions each academic year.

#### **1.7 Opportunities after completing the Bachelor's programme**

Once you have gained your Bachelor's degree, you have two options. You can look for a suitable job that requires an academic Bachelor's degree, or continue on to a Master's degree programme. A Bachelor's degree in Philosophy will grant unconditional

admission to the Master's degree programmes in Philosophy, and the two-year grade-one teacher-training programme in Philosophy. A Bachelor's degree in Philosophy of a Specific Discipline will grant unconditional admission to the Master's degree programme in Philosophy. PPE and the Research Master's programme in Philosophy are selective Master's degree programmes, to which additional entry requirements apply.

To offer students an early opportunity of getting acquainted with the labour market, the Faculty organizes annual labour-market and degree programme information meetings in collaboration with the STUFF study association.

Career Services is the central UG service point for career support. Career Services offers a range of workshops to help you find your feet in the labour market. ([www.rug.nl/careerservices](http://www.rug.nl/careerservices))

### **1.8 Research at the Faculty**

The teaching at the Faculty of Philosophy is based on academic research. All lecturers within the Faculty both teach and conduct research. The Faculty has organized all its research into the Groningen Institute of Philosophy (GRIPh). Research within the GRIPh is conducted within three departments: History of Philosophy; Theoretical philosophy; Ethics, Social and Political Philosophy.

The teaching and research in the History of Philosophy department focuses on the entire history of philosophy, from Classical Antiquity down to the present day. Members of the Theoretical Philosophy department work in the fields of the philosophy of science, epistemology (including formal epistemology), logic and argumentation theory, linguistic philosophy and the philosophy of mind. Some members of the department of Ethics, Social and Political Philosophy are interested in the overlap of philosophy on the one hand and social sciences such as psychology, economics and cognitive science on the other. Others focus on social philosophy, political philosophy or ethics, including meta-ethics, normative ethics or applied ethics.

Both individual and group research (within and outside the Faculty) is being conducted at this institute.

#### **Research line in teaching**

You will be confronted with the research conducted at the Faculty throughout your degree programme. You will be stimulated to conduct your own philosophical research during your third Bachelor's year and throughout the Master's degree programme. The seminars and research seminars will introduce you to the various research methods in philosophy as well as the latest research results, and you will also practise your own research skills. Writing a thesis, finally, is another important means of acquiring knowledge and skills in the field of philosophical research.

### **1.9 STUFF**

The Faculty of Philosophy's study association is called STUFF (**Stu**die**ve**reniging)

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Faculteit Filosofie). Anyone who studies philosophy in Groningen is welcome to join STUFF. The association was established to promote mutual contact among students and between students and staff of the Faculty.

A range of activities are organized to this end, such as an annual introduction camp, a Christmas dinner, an excursion, a pub quiz and a hitch-hiking competition. In addition, STUFF organizes career days to introduce you to the career options available to Philosophy graduates, as well as lectures, film nights and a music festival (featuring STUFF's own bands). Monthly drinks parties are held for both students and staff members to discuss major and minor issues over drinks in a relaxed setting. In short, STUFF is a study association that enables all students to feel at home.

Membership costs €15 per year, which is a very modest investment in a great time with STUFF. STUFF members receive the faculty magazine 'Qualia' three times a year. Qualia is edited by students and contains articles about a wide range of topics, always from a philosophical perspective. STUFF members can also order textbooks, often, at a discount via the STUFF website. This discount alone weighs up against the costs of STUFF membership!

More information can be found on the STUFF website: [www.stuffgroningen.nl](http://www.stuffgroningen.nl). If you have any questions, please send an email to the board at [fil-stuff@rug.nl](mailto:fil-stuff@rug.nl).

### **1.10 Consultative participation at the Faculty**

Students can make their voices heard in various Faculty bodies, including the Faculty Board, the Programme Committee and the Faculty Council.

The Faculty Board is responsible for the teaching and research within the Faculty. The Board is supported by a student assessor, who has an advisory role. You can contact your current student assessor via email: [fil-studentbestuurslid@rug.nl](mailto:fil-studentbestuurslid@rug.nl).

In addition, the Faculty has a Programme Committee (OC: Opleidingscommissie). The OC issues advice on and has the right of consent concerning parts of the Teaching and Examination Regulations (OER: Onderwijs- en Examenregeling), assesses the implementation of the OER (for example via course unit evaluations) and gives solicited and unsolicited advice on teaching matters to the Board. The OC consists of equal representations of students and lecturers.

Students and staff also have a say in matters via the Faculty Council (FR: Faculteitsraad). The Faculty Council has the right of consent or advice concerning policy pursued by the Board. The FR issues advice on and has the right of consent concerning parts of the OER. The Faculty Council has ten members: five students and five staff members.

The student members of these bodies regularly meet at the initiative of the student assessor. During these meetings, current issues are discussed and goals are coordinated. This enables all opportunities for student participation to be optimally

utilized. The meetings are public and you are warmly invited to attend them.

The student assessor also nominates new candidates for the bodies mentioned above, who are then appointed by the Faculty Board. If you are interested in a position as student representative, please contact the student assessor via [fil-studentbestuurslid@rug.nl](mailto:fil-studentbestuurslid@rug.nl).

### **1.11 Philosophy Knowledge Centre**

The Faculty of Philosophy not only conducts academic philosophy research and teaches degree programmes; it also aims to make a contribution to society by making philosophical research available to the general public. The Philosophy Knowledge Centre (KCF: Kenniscentrum Filosofie) was established to this end.

The KCF functions as a knowledge bank and science shop. Examples of societally relevant philosophical research can be found on the website. The KCF provides knowledge dossiers (categorized by theme) containing source material in a variety of forms: texts, weblinks, audio and video files.

Staff and students of the Faculty of Philosophy work on research assignments for a variety of societal organizations and companies via the Centre, either in the form of internships or via paid or unpaid contract research.

For more information, see:

[www.rug.nl/filosofie/outreach/kcf@rug.nl](http://www.rug.nl/filosofie/outreach/kcf@rug.nl)

## 2 Studying at the Faculty

### 2.1 Introduction

This chapter contains information about a wide range of practical matters related to studying, such as the structure of the academic year, how to register for course units and the registration of study results. In addition, it tells you all about a variety of regulations and provisions for students, such as the regulations concerning study costs, IT facilities, study progress supervision and special provisions for students who suffer from an illness or are faced with extraordinary circumstances.

### 2.2 Academic year

The academic year at the Faculty of Philosophy is divided into two semesters, together comprising 40 weeks, not including vacation weeks. The first semester begins in September and ends in early February, and the second semester runs from early February to late June. Each semester comprises two quarters (or blocks) of 10 weeks each.

#### Semester 1 (4 September – 2 February)

Week	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5							
	September				October					November				December				January											
Quarter	Ia					Ib																H		H					
Monday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29							
Tuesday	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30							
Wednesday	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31							
Thursday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1							
Friday	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2							

#### Semester 2 (5 February – 5 July)

Week	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
	February				March					April				May				June				July					
Quarter	IIa					IIb																					
Monday	5	12	19	26	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8				
Tuesday	6	13	20	27	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9				
Wednesday	7	14	21	28	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10				
Thursday	8	15	22	29	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11				
Friday	9	16	23	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12				

Each quarter lasts 10 weeks, i.e. half a semester. Vacations and public holidays are marked. After quarter 4 there will be two weeks for (remaining) resits.

The Faculty is closed on Saturdays, Sundays and public holidays.

Holidays and other lecture-free days:

Christmas break:	Monday 25 December 2023 to Friday 5 January 2024
Good Friday:	29 March 2024
Easter Monday:	1 April 2024
Ascension Day:	Thursday 9 May 2024
Whit Monday:	20 May 2024
Start Summer break:	Monday 8 July 2023

Start 2024-2025: Monday 2 September 2024

### **2.3 Student Portal and IT facilities for students**

All UG students use a central account, consisting of their student number and a password. You can use this account to log in to the Student Portal, a home page with links to all information and facilities that you will need as a student at the UG. The information is distributed over three tabs: Today, Study Info and Career.

You will find the Student Portal at [studentportal.rug.nl](http://studentportal.rug.nl).

#### Today

The Today tab contains news items, your lecture timetable ('Timetable'), course unit information ('Courses') such as announcements and updates/changes to lectures made by the lecturer of the course unit, the required literature and examinations, and your most recent calendar and email notifications. Your email and calendar are available via 'Google Apps for Education' on this tab.

The news items are arranged into two categories:

1. 'Need to Know' → important/necessary information, such as announcements of room changes or adapted opening hours.
2. 'Nice to Know' → nice/useful information, such as announcements of lectures.

These messages can come from within the Faculty or from the central UG level. This is indicated by the abbreviation next to the publication date of the message.

#### Study Info

The Study Info tab contains all information from your own Faculty: information about the organization, legislation, rules and regulations, Teaching and Examination Regulations, study guides, help desks and contact details for addressing questions, comments and complaints. You will also find student information from all other faculties here, as well as information that applies to all students at the UG.

#### Career

The Career tab announces internships and job openings for student assistants ('Latest Jobs'), as well as career days/alumni days organized by the STUFF study association ('Upcoming Events'). In addition, this tab contains information and updates for all students about careers, career orientation, courses (for example on how to apply for a

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job, draw up a CV and network), and job openings for students and recent graduates.

For more information about the IT facilities, see:  
<http://student.portal.rug.nl/infonet/studenten/ict/>

For questions about the Student Portal or the Faculty website, please contact Femke Hemelaar, room 0115, tel. (+31)(0)50 363 6126 / 06 2969 8014; email [f.hemelaar@rug.nl](mailto:f.hemelaar@rug.nl)

## **2.4 Reader sales**

The required study material for some course units may include readers. The readers for course units taught at the Faculty of Philosophy can be ordered online at the UG's online printshop portal: <https://rug.shop.canon.nl/nl/reloaded/>. You will be asked to create a so-called Bookshelf account the first time you use this service. You should bear in mind that it will take at least a week for the reader to be delivered, and that some periods are busier than others, for example the weeks before the start of the lectures. Therefore, make sure you order your readers in good time.

## **2.5 Registering for course units**

Students are required to register for all course units in good time via ProgRESS WWW. Registration for course units in the first semester opens on 19 June 2023 and closes on 7 July (for Bachelor students) or 1 September (for Master students) 2023; for the second semester it opens on 27 November and closes on 15 December 2023 (for Bachelor students) or 2 February 2024 (for Master students). It is a good idea to register timely, because some courses (especially Ba-3 and Master courses have caps). If you fail to register in time, you may not have access to the courses of your desire. You can register online via ProgRESS WWW: [www.progresswww.nl/rug/](http://www.progresswww.nl/rug/). Students are allowed to enrol for a maximum of 40 ECTS per semester (20 ECTS per semester for part-time students). Students can enrol for a maximum of 40 ECTS credits each semester (in the exceptional case that you would like to enrol for more than 40 ECTS credits, you need to contact your study advisor).

## **2.6 Study results**

The 'results' module in ProgressWWW provides a personal overview of the study results that you have achieved. You can arrange your list of results in various different ways by clicking on one of the triangles above the information, and you can also print the overview. If you are enrolled in more than one degree programme, you should bear in mind that the ECTS credit points of course units that are included in more than one list are counted in each list, and thus the total number of ECTS credit points when you add up all your overviews may turn out higher than your actual number of ECTS.

## **2.7 Study material and study costs**

The costs of books and materials for study are relatively low. In both the Bachelor and Master € 200,- / year is usually sufficient for compulsory books, lecture notes, manuals



etc. The UG has a policy on study costs. The policy aims to control costs so that the 'study cost' component does not exceed grant/loan budgets for Dutch students. The amount that students are required to spend on study materials will therefore not exceed the government grant. The standard sum for 2022-2023 is € 904,- Each course phase has a cost 'ceiling' (standard sum x length of course). Sometimes it is not possible to avoid going beyond the ceiling amount. In such cases it is possible to apply to the Faculty Board for reimbursement of half the extra expenditure on the basis of receipts submitted as proof. Sometimes another arrangement may be possible. Students can obtain information on the cost policy at Frequently Asked Questions on /myuniversity. They can also visit Information Services or their study advisor.

## **2.8 Library**

The library of the Faculty of Philosophy forms part of the Library of the University of Groningen (UB: Universiteitsbibliotheek) and is located on the fourth floor of the UB building.

The Faculty Library comprises approximately 15,000 volumes, including reference works (encyclopaedias, dictionaries, bibliographies), monographs and collections of articles. Needless to say, the central University Library and the other faculty libraries also have philosophy books.

More information about the library can be found on the library homepage: [www.rug.nl/library/](http://www.rug.nl/library/) and on the subject field page: <http://libguides.rug.nl/philosophy>

## **2.9 Study progress supervision**

You will receive supervision throughout your studies to help you to make responsible choices. Study progress supervision at the Faculty is arranged as follows. There are study advisors, tutors and student mentors.

### **Study advisors**

You can consult the study advisors for information and advice about matters such as admission, registration, study options, study planning, the BSA system, choosing a Major and Minor, studying abroad, welfare organizations, etc. In addition, you can also consult the study advisor in the event of personal issues or if you need advice or information about studying with a functional impairment.

Contact: by appointment via [fil-study-advisor@rug.nl](mailto:fil-study-advisor@rug.nl) or via the education secretariat. You can also phone (+31)(0)50 363 6157, but bear in mind that the phone will not be picked up during consultations. The study advisor also holds regular 'open consultation hours', during which students can drop by to ask questions, have documents signed or discuss simple issues. For an up-to-date overview of consultation hours, see [www.rug.nl/filosofie/organization/contact/study-advisor](http://www.rug.nl/filosofie/organization/contact/study-advisor).

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All first-year students will be invited to a brief introductory meeting with the study advisor. In addition, the study advisor will invite students who have incurred study delay to attend a progress meeting. Students of the Philosophy of a Specific Discipline degree programme must make an appointment with the study advisor before the start of the degree programme to draw up a study plan.

#### Student mentors

At the start of the degree programme, all first-year students are distributed over several mentor groups, each of which is headed by at least one student mentor. Student mentors are experienced students who help first-year students to find their feet within the degree programme and the Faculty. The mentor groups meet regularly, in particular at the start of the academic year.

#### Tutors

Each student of the Research Master's programme and the Master's degree programme in PPE is assigned an individual tutor, usually a lecturer in the field of the student's final-year thesis. Tutors are available by appointment to help students with questions about the content of the degree programme. They can give advice about choices to be made within the curriculum (course units, tutorials, specialization), studying abroad and the final-year thesis.

#### Division of tasks among study advisors, student mentors and tutors

1. Study advisors are available for all students. They provide information and advice about matters such as admission, registration, study options, study planning, Minors, studying abroad, study-related problems and welfare organizations.
2. Student mentors introduce first-year students to the degree programme and the Faculty.
3. The tutors in the Research Master's programme and the Master's degree programme in PPE give advice to students about matters such as the content of specializations, study programmes and final-year projects.

#### **2.10 Illness and extraordinary circumstances**

Please contact the study advisor as soon as possible if you are unable to participate in lectures and/or exams for a shorter or longer period of time due to illness or other circumstances. You must also personally notify the lecturers of any course units with compulsory attendance that you are following of your absence.

You should report to the study advisor immediately if you expect to incur study delay, as you may qualify for financial support from the Graduation Fund. If your study delay is or may become greater than 15 ECTS, you must make an appointment with a student counsellor from the Student Service Centre for a follow-up report in order to continue to qualify for the Fund and for special provisions. See <http://student.portal.rug.nl/infonet/studenten/profileringsfonds/>

### 2.11 Studying with a functional impairment

Students who are faced with issues such as a physical handicap, long-term psychological problems or dyslexia may be eligible for special provisions to help them to follow lectures and take examinations. The following procedure applies:

- Make an appointment with the study advisor to discuss the options available within your degree programme. You should do this as soon as possible as it may take some time to implement the necessary measures.
- Make an appointment with one of the student counsellors of the Student Service Centre. The student counsellor can tell you all about financial and legal arrangements. In addition, the student counsellor will write a letter of recommendation listing the necessary adaptations to your study programme.
- Please bring a medical or psychological statement to both meetings. You can bring a coach or parent if you want.

#### **Please**

#### **note**

Make sure you keep to all agreements and appointments made. Otherwise you may not be eligible for financial support and/or adaptations to your study programme.

The address of the Student Service Centre is:

Uurwerkersgang 10

P.O. Box 72, 9700 AB Groningen, the Netherlands

(+31)(0)50 363 8066

ssc-secretariaat@rug.nl

[www.rug.nl/education/student-service-centre](http://www.rug.nl/education/student-service-centre)

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## 3 Teaching and examinations

### 3.1 Introduction

This chapter contains information about the principles and philosophies underlying the design of the Faculty's degree programmes: the learning outcomes. It will also discuss the Teaching and Examination Regulations, which form the legal basis of the degree programmes. In addition, attention will be paid to a number of important formal matters, including entry and admission requirements, testing and assessment, and examinations.

### 3.2 Objectives and learning outcomes

Two aspects are distinguished in the design of the curricula for the Faculty's degree programmes: objectives and learning outcomes. Objectives are formulated to explain what the relevant degree programme trains students for. Academic degree programmes do not so much train students for specific positions or professions as aim to impart knowledge and theory-related and practical skills in certain fields. Learning outcomes indicate what graduates of each degree programme must know and be able to do in terms of content and level. The objectives and learning outcomes of each degree programme are included in the relevant degree programme description.

### 3.3 Admission requirements and entry requirements

Admission requirements are the requirements you must satisfy in order to start a degree programme. Although each degree programme defines its own admission requirements, a pre-university ('vwo') diploma will in general grant access to a university Bachelor's degree programme. In some cases, access to a university Bachelor's degree programme can also be gained on the basis of a first-year ('propaedeutic') certificate from a university of applied sciences ('hbo'), but additional requirements often apply, such as having completed a vwo final examination in Mathematics. This is left to the discretion of the Admissions Board of the degree programme in question.

If you have an hbo degree certificate related to the degree programme of your choice you may be eligible for exemptions so that you can speed up your studies. However, this is at the discretion of the Board of Examiners. Students who are 21 years of age or over and do not have proper qualifications can take an entrance examination. For more information, see the Faculty website:

[www.rug.nl/filosofie/education/prospective/colloquium-doctum](http://www.rug.nl/filosofie/education/prospective/colloquium-doctum)

Entry requirements are the requirements you must satisfy in order to be admitted to a specific course unit. You may, for example, have to finish a specific first-year course unit before being admitted to a second-year course unit. The specific entry requirements for the various course units can be found in the course unit descriptions at the end of this study guide.

### 3.4 Admissions Board

The Admissions Board is responsible for admitting students to the Faculty's degree programmes. The Board discusses matters such as:

- individual students' admissibility for degree programmes
- applications for the Research Master's programme in Philosophy
- special admissions, for example via entrance examinations
- applications from students with non-Dutch degrees.

The members of the Admissions Board are Dr L. Henderson (Chair), Prof. Dr F. Hindriks, and Dr D. Evers. The Master's degree programme in PPE has its own Admissions Board, consisting of Dr A. Schmidt and Prof. L. Herzog. The study advisor (Janine Weeting) is an advisory member of the Board and also functions as Secretary. In addition, she is the first point of contact for all questions related to admission.

### 3.5 Open Lectures

If you are interested in following one or more course units, but you do not want to register as a student at the University, you can register as a contractstudent [contract student]. Contractstudenten can only take introductory (Minor and propaedeutic) course units. The Faculty of Philosophy charges €150 per ECTS. Most course units have a student workload of 5, 7 or 7.5 ECTS credit points. See [www.rug.nl/filosofie/education/programmes-overview/open-colleges-en-deeltijdstudie](http://www.rug.nl/filosofie/education/programmes-overview/open-colleges-en-deeltijdstudie) for more information. Although no admission requirements apply to contractstudenten, they will be assumed to have qualifications at pre-university level.

### 3.6 Teaching and Examination Regulations

The Higher Education and Research Act (WHW: Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek) states that every degree programme must have its own Teaching and Examination Regulations, or OER (Onderwijs- en Examenregeling), in which the programme and examinations that must be taken are defined. In addition, the OER also includes the rules for taking examinations. You will be expected to be familiar with the content of your degree programme's OER. The Teaching and Examination Regulations of all degree programmes can be found on the website of the Faculty of Philosophy:

<http://student.portal.rug.nl/infonet/studenten/wijsbegeerte/regelingen/oer/>

### 3.7 Board of Examiners

The Board of Examiners is responsible for the quality of examinations and final assessments, and thus that of degree certificates. It is the Board's responsibility to determine in an independent and expert way whether each individual student has satisfied the requirements set by the degree programme for being awarded the relevant degree. In addition, the Board of Examiners monitors compliance with the Teaching and Examination Regulations, partly on the basis of its Rules and

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Regulations (see the Faculty of Philosophy Assessment Plan 2023-2024). These can be viewed via the Student Portal. The duties of the Board of Examiners are as follows:

- to assure the quality of examinations and final assessments
- to hold the final assessments
- to organize and coordinate the examinations
- to ensure that examinations proceed satisfactorily
- to approve customized degree programmes within existing degree programmes.

The organization and coordination of examinations involves the following in particular:

- appointing examiners to take examinations
- drawing up regulations concerning the proper procedure during examinations and the measures to be taken accordingly
- issuing guidelines and instructions to examiners concerning the assessment of students taking the examination and the determination of the examination result.

The Board of Examiners:

- checks study programme forms to ensure that the requirements of the final assessment have been met
- is authorized to form judgements regarding students who are suspected of cheating
- is authorized to extend the validity of examinations
- has the right, in special cases, to hold examinations in a manner other than that specified by the board of the institution
- assesses whether there is a case of clear force majeure when students request dispensation, for example in the event of illness (for which a doctor's certificate is required) or the serious illness or death of a close relative. The Board of Examiners assesses such circumstances and may decide to allow an exception to the rules
- can determine whether exemption can be granted for certain course units on the basis of examinations or final examinations already taken in higher education, or for knowledge and skills acquired outside the context of higher education
- deals with requests for approval of Minors.

Students who wish to depart from the Teaching and Examination Regulations for whatever reason must submit a substantiated request to the Board of Examiners in advance to this end. On the request of a student, the study advisor can give advice on how to draw up such a request. The Board usually meets once a month during teaching periods.

Contact

The Chair of the Board of Examiners is Dr Barteld Kooi. Email: [fil-ec@rug.nl](mailto:fil-ec@rug.nl).

### 3.8 Study Advice System (BSA)

All students who start a degree programme in the propaedeutic phase are subject to a study advice system, the BSA (bindend studieadvies) system. If you are issued with binding (negative) study advice (BSA), this means that you have not earned enough ECTS credit points by the end of the first year to be allowed to continue with that degree programme.

The Faculty of Philosophy has one degree programme that is subject to the BSA system: the Bachelor's degree programme in Philosophy. The BSA threshold that you must pass is 45 ECTS credit points in your first year. If you do not pass the BSA threshold and have not reported extraordinary circumstances contributing to your study delay, you will be issued binding (negative) study advice. If you are issued binding (negative) study advice, you will not be permitted to reregister for the same degree programme for a period of two years from 1 September of the next academic year.

The 45 ECTS BSA threshold is emphatically not the norm; it must be regarded as an absolute minimum. The norm must be to earn 60 ECTS credit points in the first year. Teaching and examination programmes are designed in such a way that, if you make sufficient effort, these 60 ECTS are certainly feasible. Any course units that you do not pass in your first year will have to be completed in your second year. In practice, this usually results in extra study delay in the post-propaedeutic phase.

The University provides good supervision of first-year students and makes sure that students know exactly how they are progressing. To this end, an initial, preliminary study advice is issued after 13 weeks, and a second study advice after the first semester. The definitive study advice, which is binding if negative, will be issued after the second semester.

If you think that you will not be able to pass the BSA threshold for good reasons or demonstrable causes (such as illness), please notify the study advisor as soon as possible.

#### Multiple degree programmes

If you are enrolled in two or more degree programmes, you will have to earn 45 ECTS in at least one of them.

#### Part-time

Part-time students must earn at least 22.5 ECTS in the first year.

#### Registration after 1 February

A BSA threshold of 22.5 ECTS applies to students who register after 1 February.

### Personal circumstances

Special regulations apply to students faced with compelling extraordinary circumstances (illness, family circumstances, functional impairments, etc.). If you suffer study delay due to compelling personal circumstances, please report this as soon as possible to your study advisor. If you fail to report in good time, you may not be eligible for special provisions. The study advisor can inform you of the procedure to be followed in the event of compelling extraordinary circumstances.

The rules concerning the BSA system are set out in Section 5 of the Teaching and Examination Regulations, which can be found on the Faculty website.

### **3.9 Examinations and assessment**

All rules and regulations regarding examinations and assessment are laid down in the OER of each degree programme, and the Assessment Plan.

You will be awarded a mark for each course unit you take. University degree programmes usually require students to pass all course units. Any mark of 6 or higher is a pass, whereas a mark of 5 or lower is a fail. No decimals are calculated for marks lower than 6.

Testing and assessment can take place in a variety of ways. In the first year, you will take relatively many written examinations and mid-term tests, whereas in later years the emphasis is shifted towards writing essays. In addition, the quality of your efforts will be assessed, for example in the form of holding a presentation, writing and if necessary presenting a paper, and assessing fellow students' papers.

There are two opportunities per year to sit exams and mid-term tests: one regular exam and one resit. Second and third-year course units that are concluded with a paper fall under the regulation set out below under 3.10. Resits for third-year course units and Master's course units are scheduled following individual consultations between the student and lecturer in question.

It is important to pass your exams the first time around in order to spread your workload over the year – if you fail exams, you will have to take both resits and new regular exams in the next quarter.

A marking period of ten working days applies to all exams and written assignments with an eye to the BSA system. This means that, from the day on which an exam was taken or a written assignment was handed in, lecturers have a maximum of ten working days to mark the exam or assignment and to report the results to the Student Administration Office. It will then take another three days at most before you can see your results in ProgRESS WWW.



### 3.10 Regulations concerning writing papers

#### First year

In Year 1 of the Bachelor's degree programme in Philosophy, students are in principle not required to write papers to conclude course units. Instead, brief written assignments will be assessed as part of the final mark for the course unit.

Each course unit is rounded off with a written examination. Written examinations include 'take-home examinations' with written questions.

The lecturer assesses the writing skills specified for the course unit by means of one or more written assignments of approximately 2,000 words in total.

#### After the first year

In Years 2 and 3 and for non-introductory course units within Bachelor's programmes, as well as in the Master's programmes, students may be required to write papers.

The lecturer will inform students in good time what the research question for the essay will be, or guide students in formulating a research question. The lecturer will also explain the framework for writing the essay.

Essays in Year 2 and in introductory course units of the degree programme in the Philosophy of a Specific Discipline will not exceed 3,000 words. Essays in Year 3, in non-introductory course units of the degree programme in the Philosophy of a Specific Discipline and in the Master's degree programme will not exceed 5,000 words. If assessment is based on more than one essay, the total length may be up to 3,000 words in Year 2 and for introductory course units, and 5,000 words for non-introductory course units.

If students are required to write a final paper, the lecturer must allow sufficient time for this, for example by scheduling a writing week at the end of the course unit. The first submission deadline is scheduled in the current quarter. The lecturer cannot accept papers submitted after the deadline.

The lecturer can set interim compulsory assignments, also as an alternative to a final paper.

Students who fail the regular essay with a mark lower than 5 (or with a 5 but without the ability to compensate for this with the results of other partial tests) or miss the submission deadline may take a resit by revising their essay or completing a new essay assignment. The lecturer will set a new submission deadline to this end, bearing in mind a writing period similar to that of the regular essay.

#### Assessment form

Students are given feedback on all written essay assignments and papers (including final papers) by means of (a version of) the 'short essay assessment form'.

#### Bachelor's and Master's theses

The final-year thesis for the Bachelor's and Master's degree programmes must comply with the relevant Bachelor's and Master's Thesis Protocols (see Student Portal, under

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Student Regulations or in the Assessment Plan). The requirements for both the Bachelor's thesis and the Master's thesis include taking the thesis course unit. Bachelor's and Master's thesis course units are offered each at least twice a year, commencing in quarter 1 and quarter 3.

### **3.11 Cheating**

The Faculty of Philosophy regards any type of cheating as a serious offence.

Cheating is an act or omission by a student designed to partly or wholly hinder the accurate assessment of their knowledge, understanding and skills. Cheating during exams may involve using aids such as cheat sheets, lecture notes and other study material, using a smartphone, etc.

Cheating also includes plagiarism, which means copying ideas, phrases or passages from someone else's work without properly citing the source. Concrete examples include:

- Literally copying texts from digital sources into your paper without indicating where you found these texts, this includes ChatGPT.
- Copying original or translated texts without indicating that they are quotes (by using quotation marks or text blocks and making reference to the source text).
- Paraphrasing texts without making proper reference to the original passage in the original author's work.
- Collaborating with other students in assignments that are supposed to be completed individually.
- Submitting another student's work under your own name. A student who gives a fellow student permission to copy their work is considered complicit in plagiarism.
- Submitting the same paper more than once without explicit permission from the lecturer, or submitting the same paper for different course units.
- Submitting work written by someone else for you (whether paid for or not).

Please note that the above is not an exhaustive list – any way to present someone else's ideas as your own is regarded as plagiarism and is a punishable offence, as it violates the core principle of academic degree programmes to train students to develop into critical, independently thinking individuals.

The Faculty uses a plagiarism scanner to detect cases of cheating. For this reason, students must submit all their written assignments, essays, papers and theses on paper as well as in electronic form. Any lecturer who suspects a case of cheating will report this to the Board of Examiners, which will then investigate the matter. The 'Rules and Regulations of the Board of Examiners', which can be found in the Student Portal, set out how the University deals with cheating and plagiarism and which sanctions can be imposed. The maximum sanction for proven cases of cheating is termination of

registration and exclusion from any further participation in the degree programme.

In order to avoid accidentally committing plagiarism, you must know how to properly cite sources in your work. The (Dutch) document 'Richtlijnen voor het schrijven van een filosofisch werkstuk' [Guidelines for writing a philosophy essay, English version will be published in due course], which can be found in the Student Portal, discusses how to include references to other people's work.

The webpage of the UG Language Centre contains a link to the 'Handboek Academische Communicatieve Vaardigheden' [Manual for Academic Communication Skills; available in Dutch only], which discusses the correct use of sources.

See [www.rug.nl/language-centre/communication-training/academic/hacv/handboek/](http://www.rug.nl/language-centre/communication-training/academic/hacv/handboek/)

### 3.12 Honours Regulations

The Board of Examiners will determine whether or not the Bachelor's degree certificate will be awarded an honours predicate. The regulations are described in detail in the OER of the individual degree programmes. Candidates must at least satisfy the following criteria to be awarded an honours predicate:

- a) The mark for the thesis must satisfy the following minimum conditions:
  - 'Cum laude': the mark for the thesis must be at least 8.5
  - 'Summa cum laude': the mark for the thesis must be at least 9.0
- b) The weighted average (not rounded off) for all course units, excluding the thesis, within the examination programme approved by the Board of Examiners must be
  - greater than or equal to 8.0 for 'Cum laude'
  - greater than or equal to 9.0 for 'Summa cum laude'.

1. No honours will be awarded if the student workload of exemptions in ECTS credits is more than half the total number of ECTS for the degree programme. This stipulation does not apply to Double Degree programmes.
2. Honours may only be awarded if the examinations for the course units were taken only once.
3. Honours may only be awarded if no single course unit was awarded a mark lower than 7.0.
4. Honours may only be awarded if the degree programme was completed within a maximum of 1.5 times its nominal duration.
5. No honours will be awarded if a decision by the Board of Examiners has been taken to the effect that a student is no longer eligible for an honours predicate because cheating has been detected.
6. In special cases, the Board of Examiners may depart from the provisions set out in this article.

In special cases, the Board of Examiners may deviate from the above stipulations.

### 3.13 Language of instruction

The Faculty offers Dutch-taught, English-taught and international degree programmes.

The Bachelor's degree programme in Philosophy is a Dutch-taught programme. Most of the course units in this degree programme are taught in Dutch, although some international staff members may teach their lectures in English. Most third-year electives are taught in English, partly because they are also used in other (English-taught) degree programmes and also to enable international exchange.

The Bachelor's degree programme in Philosophy of a Specific Discipline and the Master's degree programmes in Philosophy and PSH are English-taught programmes, which means that most of the course units in these programmes are taught in English. However, students may take exams and write their papers and thesis in Dutch in consultation with their supervisors, and at least one skills course is offered in Dutch.

The Research Master's programme in Philosophy and the Master's degree programme in Philosophy, Politics and Economics are international degree programmes. Both the teaching and examinations in these programmes take place in English.

### 3.14 Transitional arrangements

In the event that students experience problems as a consequence of the implementation of educational changes or innovations, the Faculty Board will ensure that any necessary measures are taken to offer these students an adapted study programme that is as similar as possible to the study programme that applied when they started the degree programme. Please contact the study advisor in such cases.

### 3.15 Student workload model

The student workload of a course unit is the time that a 'full-time student' needs to successfully complete this course unit. 'Full-time' in this context means 8 hours per day, 5 days per week. The student workload is expressed in ECTS credit points. One academic year = 1680 hours of study = 60 ECTS. 1 ECTS = 28 hours of study. A course unit with a student workload of 5 ECTS thus assumes  $5 \times 28 = 140$  hours of study.

The student workload of a course unit includes:

1. lectures: the number of lecture hours during the course unit period
2. literature:
  - 1-2 pages per hour for highly formal/logical literature
  - 3 pages per hour for literature of an above-average difficulty level
  - 5 pages per hour for literature of an average difficulty level
  - 7 pages per hour for more easy to read/popular literature
3. examination: for traditional exams, all related additional activities are counted (studying lecture notes, making summary/overviews, reading, etc.). This ties in with the average studying behaviour in traditional programmes, where students almost inevitably 'swot' for 2-5 days. The norm is related to this: 20-40 hours, depending on difficulty level, amount of material, activities and requirements.

4. assignments: the maximum required time will be defined for each individual assignment. This may vary from a simple homework assignment taking 1 or 2 hours to brief papers and essays of several pages (max. 8 hours).
5. alternative assignments or final paper: a set of alternative assignments or one or several papers substituting an examination will have the same student workload as the examination that they substitute – usually 20-40 hours, depending on the above-mentioned factors.

### **3.16 Teaching evaluation by students**

The Faculty considers it important that its teaching is also evaluated by students. All course units are evaluated by the Programme Committee and the lecturer(s) involved. Based on the student evaluations, the Programme Committee will investigate whether any follow-up action is necessary. A report of the evaluation is sent to the relevant lecturer. The lecturer is expected to complete a lecture evaluation, and may be asked to respond in writing to specific points indicated by the Programme Committee. The Committee may also ask the lecturer to revise their course units on specific points (for example the organization of the course unit, the amount of literature or the mode of assessment). The Director of Education may make amendments to the curriculum based on the recommendations of the Programme Committee or the Faculty Council.

### **3.17 Complaints, objections and appeals**

Students who are unhappy, for example, with the behaviour of a staff member or the quality of teaching or a facility can submit a complaint.

It is preferable to take the informal path first: talk to the person who is causing the problem and reach a satisfactory solution together.

If the relationship or atmosphere between you and the person in question does not allow for informal talks, or if the informal path does not lead to a satisfactory resolution, you can lodge an official complaint.

If you have a complaint about the provision or organization of the teaching, your first point of contact is the study advisor or the Board of Examiners (see pages 20-22). Staff members or students who have complaints about building safety, unhealthy work situations or study conditions can contact the Managing Director of the Faculty, who bears final responsibility for the implementation of the Working Conditions Act and for environmental management within the Faculty of Philosophy.

In addition, you can lodge an objection or appeal if you disagree with a decision taken in writing by a University body (for example the Board of the University, a Faculty Board, a Board of Examiners or an examiner). This mainly concerns decisions within the framework of admission, registration, payment of tuition fees, financial support, exam results, etc.

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You can lodge such an objection or appeal within six weeks of the date of the decision with the Central Portal for the Legal Protection of Student Rights online via this website or submit it in writing to:

University of Groningen  
Central Portal for the Legal Protection of Student Rights (CLRS)  
P.O. Box 72  
9700 AB Groningen, the Netherlands

For more information, see Chapter 10 of the University-wide section of the Student Charter and [www.rug.nl/education/laws-regulations-complaints/](http://www.rug.nl/education/laws-regulations-complaints/)

### 3.18 Term abroad

A study period abroad is an enrichment to the degree programme and promotes your academic and personal development. Agreements with universities in Europe and beyond and the use of the international ECTS credit point system have made studying abroad an attractive and increasingly easily arranged option. A stay abroad should, however, be thoroughly planned. This usually takes a lot of time, so make sure you start well in advance! For example, if you want to spend a semester abroad in the third year of your degree programme, it is a good idea to start looking for information at the beginning of your second year, starting with the following questions:

- Where can I go – to which country and which university?
- Which period is most suitable? How is the academic year structured?
- Which course units can I follow there, and which would I be interested in?
- Will the Board of Examiners approve these course units for my programme?
- Can I get a grant?

For more information, please go to:

<https://student.portal.rug.nl/infonet/studenten/wijsbegeerte/study-abroad/>

It is possible to follow Bachelor's or Master's specialization course units abroad, on condition that they dovetail with your degree programme in terms of level and learning outcomes. The Board of Examiners must approve your choice of course units in advance. This way you can be sure that the course units that you successfully complete abroad will indeed count towards your final assessment. In order to assess each of your course units, the Board of Examiners will need information about their level, literature and student workload.

You can arrange and finance your stay abroad in a variety of ways. There are several grant programmes that can help you to finance your study period abroad, such as:

- Erasmus+, the EU grant programme for exchange programmes within the EU/EEA

- Erasmus+ International Credit Mobility, for exchange programmes with a limited number of institutions outside the EU/EEA
- Marco Polo, the UG's grant programme for study periods that do not qualify for Erasmus+.

There are also various private funds that may be able to provide you with financial support.

#### UG exchange agreements

Possibilities for a stay abroad are usually created via official (bilateral or multilateral) collaboration agreements between the UG and universities abroad. Exchanges are made possible thanks to a system of student grants, funded by the European commission or by the UG itself.

The advantage of an exchange programme is that study places and student grants are readily available, and that the level of the degree programmes (and course units) at the host universities is guaranteed. Agreements are often in place about tuition fees. Most exchange programmes assume that institutions have equal numbers of incoming and outgoing students, so that exchange students do not have to pay tuition fees (i.e. exchange on mutual terms). The UG Multi Faculty Exchange programme is one example of an exchange programme that works in this way.

Host institutions of Erasmus+ exchange students must never charge tuition fees.

#### Faculty of Philosophy Erasmus+ agreements with partner institutions

The Faculty of Philosophy has made agreements with several partner universities about the exchange of students and staff members via the Erasmus+ programme. This concerns the following universities:

- Ghent University (Belgium)
- KU Leuven (Belgium)
- Humboldt Universität Berlin (Germany)
- Universität Würzburg (Germany)
- Ludwig-Maximilians-Universität München (Germany)
- University of Tartu (Estonia)
- Central European University Budapest (Hungary)
- Università Ca'Foscari, Venice (Italy)
- Universität Salzburg (Austria)
- Jagiellonian University Krakow (Poland)
- Palácky University Olomouc (Czech Republic)
- University of St. Andrews (UK)
- Durham University (UK)
- University of Bristol (UK)
- Stockholm University (Sweden)

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In addition, the Faculty is also a partner in a multilateral Erasmus agreement of the Coimbra Group network (<https://www.coimbra-group.eu/>). Please contact the international officer for more information ([phil.international@rug.nl](mailto:phil.international@rug.nl)).

The academic staff of the Faculty of Philosophy guarantees that the course units that you can follow are of a sufficient level. Study places are also guaranteed, although they are limited in number. The Faculty reserves the right to select students for exchange programmes. The list of partners is continually updated. Please contact the international officer for up-to-date information and currently available options.

For more information about the possibilities offered by Erasmus+ International Credit Mobility, see [www.groningenexchange.nl](http://www.groningenexchange.nl). Also contact the international officer for this, as the range of options may vary each year.

### Marco Polo

If you are not eligible for an Erasmus+ grant, you may qualify for a Marco Polo grant. The UG Marco Polo grant programme aims to stimulate and financially support student and lecturer mobility. Just like Erasmus+, this programme is only available for full-time UG students who wish to visit an existing partner institution.

For more information about differences between the Erasmus+ and Marco Polo grant programmes, see: <http://student.portal.rug.nl/infonet/studenten/wijsbegeerte/study-abroad/>

The application and awarding conditions for a Marco Polo grant are similar to those for an Erasmus+ grant. Please contact the international officer ([phil.international@rug.nl](mailto:phil.international@rug.nl)) if you are considering applying for a study period abroad at a university that is not a partner of the UG. The international officer can check whether you may still be eligible for a Marco Polo grant.

Both the Erasmus+ and Marco Polo programmes will expect you to earn at least 3 ECTS credit points per month. If you fail to do so, you may have to repay your grant (except in cases of force majeure).

The procedure and more information about the Marco Polo grant can be found here: <http://student.portal.rug.nl/infonet/studenten/wijsbegeerte/study-abroad/finance-scholarships/outside-eu>

### Internship

You may also qualify for an Erasmus+ or Marco Polo grant if you want to do an internship abroad within the framework of your degree programme. You should always contact the international officer if you are considering doing an internship abroad.



### Other grant programmes

A stay abroad can be very expensive. Accommodation costs, for example, may be significantly higher than in the Netherlands. You should therefore start applying for funds in good time to enable your stay abroad.

In addition to institutions such as the European Commission and the Dutch government, there are also companies, foundations and private individuals who offer grants via various programmes for students who wish to follow a internship or study period abroad.

For an overview of grants that fall under NUFFIC, please go to: [www.wilweg.nl](http://www.wilweg.nl) -> financiering [funding] -> beursopener [grant opener], [www.beursopener.nl](http://www.beursopener.nl) .

The UG Mobility and Scholarship Desk can be consulted for information about a wide range of grant programmes. Ofcourse you can also contact the Faculty international officer for this information.

In addition, both [www.beursopener.nl](http://www.beursopener.nl) and the UG website

<http://student.portal.rug.nl/infonet/studenten/studeren-buitenland/> provide a wide variety of grant options.

### Universities without contracts with the UG

It is also possible to spend a period studying at a university that the UG does not have a contract with. You will then have to find a different way to contact your preferred university, for example via a lecturer. Several matters will subsequently have to be arranged, including:

- permission to follow course units as a foreign student, and registration
- payment of tuition fees (or part thereof)
- assessment of the level of the course units to be followed (via the Board of Examiners)
- recognition of the study results for the student's degree programme (via the Board of Examiners).

Warning: the level of host universities with which the UG does not have a contract cannot be guaranteed. This may result in major disappointment. You should therefore make sure that your study programme is approved in advance and that the course units you want to follow are indeed offered. Uncertainty about such matters often results in study delay.

In addition, if you choose to go abroad as a 'free mover', you may have to pay tuition fees or a bench fee, you may not qualify for a Marco Polo grant and the host university may not provide you with accommodation.

Please note: you must remain registered with the UG during your stay abroad in order to qualify for a grant and to have your ECTS credit points recognized.

### Student finance

You will continue to receive student finance during your study period or internship abroad, on condition that this is part of your degree programme. As your student travel pass will be useless while you are abroad, you can request reimbursement of the monthly charge during your time abroad. Please note: in order to qualify for student travel pass reimbursement, you will have to deactivate your pass before the first day of the month in which your reimbursement starts, as you will not be allowed to use it. You may be liable for a fine if you deactivate your pass late.

Please contact the Education Executive Agency (DUO; Dienst Uitvoering Onderwijs) for more information about continuing student finance during your stay abroad.

### More information and support

For more information about exchange programmes, grants, contracts, application procedures, etc., please contact the Faculty international officer

([phil.international@rug.nl](mailto:phil.international@rug.nl)) or go to

<http://student.portal.rug.nl/infonet/studenten/wijsbegeerte/study-abroad/>. If you have any questions about compiling your study programme, please contact the study advisor. You can submit your request for approval of your intended study programme abroad (Learning Agreement) directly to the Board of Examiners (with a CC to the international officer), or check with the international officer.

Please note: you should contact the study advisor as soon as possible if you incur study delay due to circumstances beyond your control during your study period abroad.

The Faculty organizes information meetings about studying abroad twice a year, in October and February. Check the relevant information channels, such as the Student Portal, or contact the international officer for more information (Regine van Groningen: [phil.international@rug.nl](mailto:phil.international@rug.nl)).

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## 4 Degree programmes in Philosophy

This is the list of programmes offered by the Faculty of Philosophy:

### **Minor in Philosophy**

- See p. 36.

### **Bacheloropleiding Filosofie**

- Voltijd, zie p. 37.
  - Eerste jaar / propedeutische fase, zie p. 40.
  - Tweede jaar, zie p. 41.
  - Derde jaar, zie p. 41.
- Deeltijd, zie p. 55.

### **Bachelor's programme in Philosophy of a Specific Discipline**

- Full-time, see p. 45.
- Part-time, see p. 56.

### **Master's programme in Philosophy**

- Full-time, see p. 59.
- Part-time, see p. 88.
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### **Master's programme in Philosophy, Politics and Economics (PPE)**

- Full-time, see p. 68.

### **Master's programme in Philosophy, Science and Humanities (PSH)**

- Full-time, see p. 69.
- Part-time, see p. 89.

### **Masteropleiding Educatie in de Mens- en Maatschappijwetenschappen - Filosofie**

Tweejarig Masterprogramma inclusief lerarenopleiding, see p.74.

### **Research Master's programme in Philosophy**

- Full-time, see p. 77.
- Part-time, see p. 89.

## 5 Minor Philosophy

The Faculty of Philosophy offers an English-taught Minor in Philosophy for students from other faculties. The Minor Philosophy is a coherent educational package of 30 ECTS. The Minor is offered in the first semester of the third year. A smaller package of 15 ECTS, consisting of the three course units of the first quarter, can also be taken. You can take the Minor if you have completed your first (propaedeutic) year. See also: <http://www.rug.nl/filosofie/education/minor/>.

This Minor is for all UG students who want to get acquainted with philosophy from a broad scientific and social interest. It offers students a broad and in-depth introduction in the main areas of Western philosophy. An introductory lecture on the great thinkers of the past – from Plato to Kant – is followed by an overview of philosophical movements in the 20<sup>th</sup> century. A separate lecture familiarizes students with logical and argumentative skills that play an important role in contemporary philosophy. The Minor concludes with three in-depth systematic courses: philosophy of culture, ethics and philosophy of science.

The Minor is a perfect stepping stone for the (full-time or part-time) Bachelor programme Philosophy of a Specific Discipline. The courses taken in the Minor count also for the Bachelor's programme Philosophy of a Specific Discipline (For more information see p. 45). The Minor courses are usually offered at the end of the afternoon or early evening. All courses have a study load of 5 ECTS each. Below you can find a brief description and the study schedule of the Minor. The bold numbers refer to the course unit descriptions in Chapter 19.

### Minor programme in Philosophy

Semester I	
Quarter 1	Quarter 2
History of Philosophy I: From Plato to Hume <b>37</b> (5 ECTS)	History of Philosophy II: 19 <sup>th</sup> and 20 <sup>th</sup> Century <b>38</b> (5 ECTS)
Reasoning and Arguing <b>91</b> (5 ECTS)	Introduction to Ethics <b>44</b> (5 ECTS)
Social and Political Philosophy <b>96</b> (5 ECTS)	Philosophy of Science <b>75</b> (5 ECTS)

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## 6 Bacheloropleiding Filosofie

### 6.1 Inleiding

Dit hoofdstuk bevat gedetailleerde informatie over de doelstellingen, eindkwalificaties en opbouw van de bacheloropleiding Filosofie. Per studiejaar vind je een studieschema met een overzicht van de studieonderdelen, zowel verplicht als keuze.

### 6.2 Doelstelling en eindkwalificaties bachelor Filosofie

De bacheloropleiding Filosofie stelt zich ten doel om studenten zelfstandig en kritisch te leren nadenken over de fundamentele vraagstellingen van de filosofie alsmede over de relaties tussen filosofische vraagstellingen en problemen in de verschillende wetenschappen en maatschappij. De opleiding wil dan ook een brede wetenschappelijke en culturele vorming bieden, middels een breed onderwijsaanbod voor zowel filosofiestudenten als studenten uit andere faculteiten. Ze beoogt de studenten de daartoe geëigende filosofische vaardigheden van kritische reflectie, analyse, interpretatie, argumentatie en conceptueel vermogen bij te brengen. Ze beoogt tevens de algemene vaardigheden aan te leren die noodzakelijk zijn voor het in woord en geschrift kunnen communiceren over fundamentele vraagstellingen en daaruit afgeleide problemen op het vakgebied.

De bacheloropleiding is breed en klassiek. Zo wordt verspreid over de hele propedeuse de geschiedenis van de filosofie van de Presocraten tot en met Derrida gedoceerd. Ook het aanbod van systematische vakken is breed: logica, wetenschapsfilosofie, kennistheorie, sociale filosofie, politieke filosofie en ethiek. Voor het merendeel van de cursussen geldt dat er een nadruk ligt op de 'technische' kant van het vakgebied (b.v. logica, analytische methode, interpretatie, bronnenonderzoek) dan wel op de samenhang van de filosofie met andere wetenschapsgebieden.

Uit de algemene doelstelling van de bacheloropleiding Filosofie zijn de volgende eindkwalificaties, ook wel leeruitkomsten genoemd, afgeleid, waaraan de alumni van de bacheloropleiding Filosofie moeten voldoen.

#### *Kennis en inzicht*

De alumni van de opleiding beschikken over:

1. overzicht van de hele geschiedenis van de westerse filosofie;
2. overzicht van de klassieke systematische vakgebieden van de westerse filosofie;
3. inleidende kennis van de drie specialisaties die de faculteit aanbiedt: geschiedenis van de filosofie, theoretische filosofie en ethische, sociale en politieke filosofie;
4. verdergaande kennis van en inzicht in tenminste één van de drie bovengenoemde specialisaties;

5. enige kennis van en enig inzicht in de inhoud en/of methoden van een niet-filosofisch wetenschapsgebied, bij voorkeur zodanig dat van samenhang met de filosofische vakken sprake is;
6. kennis van en inzicht in de maatschappelijke en culturele betekenis van de filosofie.

#### *Toepassing van kennis en inzicht*

De alumni van de opleiding zijn in staat om:

7. onder begeleiding een filosofische vraagstelling te concipiëren en onder begeleiding een filosofisch onderzoek van beperkte omvang te verrichten;
8. relevante literatuur op te zoeken en te bestuderen.
9. de geleerde bibliografische vaardigheden toe te passen.

#### *Oordeelsvorming*

De alumni van de opleiding zijn in staat om:

10. theorieën en standpunten uiteen te zetten en te verdedigen;
11. op kritische wijze te reflecteren op de bestudeerde theorieën en standpunten.

#### *Communicatie*

De alumni van de opleiding zijn in staat om:

12. schriftelijk op gestructureerde wijze verslag te doen van de resultaten van een filosofisch onderzoek van beperkte omvang;
13. over de verschillende aspecten van het onderzoek mondeling te communiceren;

#### *Leervaardigheden*

De alumni van de opleiding hebben:

14. voldoende wetenschappelijk niveau om tot een geëigende masteropleiding toegelaten te kunnen worden, dan wel zich met succes op de arbeidsmarkt te begeven.

### **6.3 Bindend studieadvies**

Voltijdstudenten dienen in het eerste jaar van de studie in ieder geval 45 ECTS te behalen, ofwel zes van de acht vakken. Wanneer je hier niet aan voldoet, volgt een negatief bindend studieadvies en dien je de opleiding te staken. Je kan dan gedurende twee collegejaren volgend op het besluit niet worden ingeschreven.

### **6.4 De opbouw van het onderwijsprogramma**

Het bachelorprogramma neemt in zijn voltijdse vorm drie jaar in beslag. Het eerste jaar - de propedeutische fase - bestaat geheel uit verplichte onderdelen en wordt

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afgesloten met het behalen van het propedeutische getuigschrift. Het tweede jaar bestaat ook geheel uit verplichte niveau-2 vakken. Het derde jaar bevat een minor en 20 ECTS aan niveau-3 keuzevakken, en wordt afgesloten met een bachelorscriptie. Zie p. 41 e.v.

De formele regeling van het programma heet de Onderwijs- en Examenregeling van de bacheloropleiding Filosofie. Deze regeling is te vinden op de facultaire website. Onder bepaalde voorwaarden kan een student afwijken van die regeling. Er kan gekozen worden voor een zogenaamd 'vrij' onderwijsprogramma. Wie wil afwijken van de formele regeling kan (met een beroep op artikel 7.3c van de Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek) zijn of haar programma ter goedkeuring voorleggen aan de Examencommissie. Zie sectie 3.7.

#### Propedeutische fase

De propedeutische fase bestaat uit 8 verplichte vakken of onderdelen van in totaal 60 ECTS. De propedeutische fase verschaft een oriënterend overzicht van het geheel van de geschiedenis en de systematiek van de (westerse) filosofie, door middel van een kennismaking met de diverse perioden van de geschiedenis van de filosofie en met de belangrijkste systematische vakgebieden. Daarnaast wordt tijdens daarvoor ingerichte practica aandacht geschonken aan algemene, bibliografische en specifiek filosofische vaardigheden. Deze practica zijn gekoppeld aan de eerstejaarsvakken en deelname aan deze practica is verplicht om de betreffende eerstejaarsvakken te kunnen halen.

#### Postpropedeutische fase

In de postpropedeutische fase, dat wil zeggen het tweede en derde bachelorjaar, is 60 ECTS ingeruimd voor 8 verplichte niveau-2 vakken, 2 niveau-2 vaardighedenvakken, 30 ECTS voor een Minor en 20 ECTS voor niveau-3 keuzevakken. De studie wordt afgesloten met een 10 ECTS scriptie.

Het tweedejaarsprogramma vormt een uitbreiding en verdieping van de propedeuse. Onderwijsdoelen van het tweede jaar zijn het leren analyseren en begrijpen van filosofische probleemclusters of thema's en het leren lezen van langere, 'klassieke' filosofische teksten. In het tweede jaar wordt eveneens in vaardighedenvakken aandacht geschonken aan algemene, bibliografische en specifiek filosofische vaardigheden. Voor degenen die aan de tweedejaars vakken beginnen is het van belang om zich te realiseren dat deze vakken meetellen voor het cijfergemiddelde (een 7,5) dat vereist is om toegelaten te worden tot de Research Master Philosophy.

Studenten van de bacheloropleiding Filosofie dienen in het derde jaar van de opleiding een minor van 30 ECTS, of eventueel 2 minoren van elk 15 ECTS, te volgen. Je kiest deze minor uit het aanbod van minoren buiten de filosofie of je stelt zelf een minorpakket samen. Een persoonlijk minorpakket dient voorafgaand ter goedkeuring

aan de Examencommissie van de eigen opleiding te worden voorgelegd. Je kunt ook een half jaar naar het buitenland in de minorruimte.

Alle faculteiten van de RUG bieden één of meerdere minoren aan. De voorlichting over het minorenaanbod gebeurt door middel van een minorenmarkt, een papieren minorengids en een minorenwebsite: [www.rug.nl/minor](http://www.rug.nl/minor). Om tot een minor toegelaten te worden moet je je propedeuse behaald hebben.

De niveau 3 keuzevakken kunnen gekozen worden uit het gehele aanbod van het niveau 3 vakkenaanbod van de faculteit. De niveau-3 vakken zijn ingedeeld langs de lijnen van de vakgroepen. Je kiest maximaal 10 ECTS uit het aanbod van één vakgroep. Dit betekent dat de volgende combinaties van niveau-3 vakken gemaakt kunnen worden:

- (twee vakgroepen) 10 ECTS van één vakgroep en 10 ECTS van een andere vakgroep
- (drie vakgroepen) 10 ECTS van één vakgroep en 5 ECTS van de andere twee vakgroepen

#### Vrij onderwijsprogramma

Een student die wil afwijken van de onderwijs- en examenregeling kan daartoe een gemotiveerd verzoek indienen bij de Examencommissie. Wie wil afwijken van de formele regeling kan zijn of haar programma ter goedkeuring voorleggen aan de Examencommissie. Dit dient te gebeuren via de studieadviseur.

### 6.5 Propedeutische fase

De gedetailleerde gegevens van de cursussen staan in hoofdstuk 19, Studieonderdelen p. 92 en verder. De nummering in de tabel correspondeert met de nummering in dat hoofdstuk.

Semester I		Semester II	
Periode 1	Periode 2	Periode 3	Periode 4
Ethiek 1  23 (7,5 ECTS)	Logica en Argumentatietheorie  48 (7,5 ECTS)	Sociale en Politieke Filosofie 1  97 (7,5 ECTS)	Epistemology and Philosophy of Science 1  21 (7,5 ECTS)
Hist. of Philosophy 1: Ancient philosophy  39 (7,5 ECTS)	Gesch. vd Filosofie 2: Middeleeuwen  32 (7,5 ECTS)	Hist. of Philosophy 3: Early Modern period  40 (7,5 ECTS)	Gesch. vd Filosofie 4 De 19 <sup>e</sup> en 20 <sup>e</sup> eeuw  33 (7,5 ECTS)

De vakken van het eerste jaar worden doorgaans gegeven in de vorm van hoorcolleges van de docent, gevolgd door een werkcollege of practicum. De werkcolleges bieden ruimte aan inhoudelijke verdieping, vragen, discussie en oefening met de stof.



Ze worden begeleid door docenten of student-assistenten. Bij ieder eerstejaars vak hoort daarnaast een reeks van practica, waarbij onder begeleiding van een vaste practicumdocent gericht gewerkt wordt aan het ontwikkelen van filosofische vaardigheden. Deelname aan de werkcolleges en practica is verplicht en is vereist voor afronding van de cursus (de practica zijn alleen verplicht voor eerstejaars studenten filosofie die dit vak volgen, niet voor andere studenten).

## 6.6 Tweede jaar

Het tweedejaarsprogramma wordt gevormd door 8 vakken van 7 ECTS en 2 vaardighedenvakken van 2 ECTS. De gedetailleerde gegevens van de cursussen staan in hoofdstuk 19 Studieonderdelen, p. 92 e.v.). De nummering in de tabel correspondeert met de nummering in dat hoofdstuk.

### Jaar 2

Semester I		Semester II	
Periode 1	Periode 2	Periode 3	Periode 4
Philosophy of mind: Lichaam, brein, geest  73 (7 ECTS)	Ethiek 2: Morele verantwoordelijkheid  24 (7 ECTS)	Logic and Epistemology  49 (7 ECTS)	Epistemology and Philosophy of science 2  22 (7 ECTS)
History of philosophy 5: Language and reality  34 (7 ECTS)	History of Philosophy 6: Hermeneutics  41 (7 ECTS)	Ethiek 2: Meta-ethiek  59 (7 ECTS)	Sociale en Politieke Filosofie 2  98 (7 ECTS)
Mondelinge filosofische vaardigheden 62 (2 ECTS)		Buiten de muren 10 (2 ECTS)	

## 6.7 Derde jaar

Het programma van het derde jaar bestaat uit minorruimte (30 ECTS), vier niveau-3 keuzevakken (20 ECTS) en een bachelorscriptie (10 ECTS).

### Jaar 3

Semester I		Semester II	
Periode 1	Periode 2	Periode 3	Periode 4
Minorruimte  (30 ECTS)		Keuzeruimte  (15 ECTS)	Keuzeruimte  (5 ECTS)
		Bachelorscriptiecursus en –scriptie 8,9 (10 ECTS)	

In de minorruimte kan een minor gekozen worden uit het aanbod van minoren van andere faculteiten of kan zelf een minorpakket samengesteld worden of kan een buitenlandverblijf gepland worden. Een persoonlijk minorpakket dient voorafgaand ter goedkeuring aan de Examencommissie Filosofie te worden voorgelegd.

Om tot een minor, en daarmee het eerste semester van het derde jaar toegelaten te worden moet je je propedeuse gehaald hebben. De intekening voor minorpakketten verloopt via Progress. Houd er rekening mee dat er deadlines kunnen gelden voor aanmelding, en dat er een maximaal aantal studenten deel kan nemen aan sommige minoren.

De gedetailleerde gegevens van de cursussen staan in Hoofdstuk 19 Studieonderdelen, vanaf p. 92. De nummering in de tabel correspondeert met de nummering in dat hoofdstuk.

Kwartaal		Nummer
<b>Keuzevakken Geschiedenis van de Filosofie</b>		
1	Asian Philosophical Traditions	6
1	Faith and Reason	27
2	Early Modern Women Philosophers	19
2	Existence and Democracy	26
3	Kant's Critique of Pure Reason	45
3	Ancient Buddhist Philosophy: Friendliness & Freedom	4
3	Wittgenstein's Philosophical Investigations	108
4	Modernity and Religion (GF / ESPF)	61
4	Doctrine and Drama in Plato's Republic	18
4	The Philosophy of Hume	104
<b>Keuzevakken Ethiek, Sociale en Politieke Filosofie</b>		
1,2	Professionele Ethiek (faculteit Religie, Cultuur en Maatschappij)	RCM
1	Free Will	31
1	Ethics of AI	25
1	Contemporary Critical Theory	17
2	Privacy and the Digital Public Sphere	84
3	Philosophy of Art	69
3	Philosophy of Work	80
3	Global Justice	35
4	Modernity and Religion (GF / ESPF)	61
4	Rousseau's Legal and Political Philosophy	95
<b>Keuzevakken Theoretische Filosofie</b>		
1	Fiction, Imagination and Lying	30
1	Analytic Existentialism	3
2	Nonhuman and Human Minds	63

2	Philosophical Problems and Logical Solutions	65
3	Philosophy of Argument	68
3	Advanced Logic (Faculty of Science and Engineering)	FSE
4	Philosophy of Illness and Medicine	72
<b>Keuzevakken Filosofie van een bepaald wetenschapsgebied</b>		
3	Philosophy of AI and Cognition*	67
3	Philosophy of the Life Sciences*	77
3	Philosophy of the Natural Sciences*	78
3	Philosophy of the Social Sciences*	79

Cursussen met een \* zijn primair bestemd voor studenten van de Bacheloropleiding Philosophy of a Specific Discipline, maar kunnen, mits er plaats is, ook gekozen worden door studenten van de Bacheloropleiding Filosofie.

### 6.8 Bachelorscriptie cursus en -scriptie

De Bachelorscriptie wordt geschreven binnen de Bachelorscriptie cursus. Je dient je voor deze cursus in te schrijven via Progress. Studenten die in het eerste semester hun scriptie willen schrijven, dienen zich in te tekenen voor de scriptie cursus vóór het begin van Periode 1. Voor studenten die nominaal studeren en hun scriptie in het tweede semester schrijven, geldt dat zij dit dienen te doen voor het begin van periode 3.

Onder begeleiding van de werkgroepsbegeleider helpen werkgroepen studenten elkaar bij het schrijven van hun bachelorscriptie. Voorafgaand aan het inleveren van een hoofdstuk bij de begeleidende docent, die de inhoudelijke begeleiding verzorgt, zullen de studenten elkaars werk van commentaar voorzien. De verschillende onderdelen van het onderzoeks- en schrijfproces worden besproken, zoals: Hoe ontwikkel ik een goede onderzoeksvraag? Waar vind ik de relevante literatuur? Hoe leg ik een filosofisch vakterm uit? Hoe kies ik een goede opbouw? Welke schrijfstijl hanteer ik?

#### Volgtijdelijkheid

Je mag pas met de Bachelorscriptie cursus (en dus met je Bachelorscriptie) beginnen wanneer je minimaal de propedeutische fase én het tweede jaar van de bachelor Filosofie afgerond hebt.

De gedetailleerde gegevens van de Bachelorscriptie cursus staat in Hoofdstuk 19 Studieonderdelen, vanaf p. 92, nummer 8.

#### 6.8.1 Leeruitkomsten Bachelorscriptie

Door de Bachelorscriptie laat de student zien dat hij/zij in staat is om

- een filosofische vraagstelling op het gebied van de wijsbegeerte, c.q. op het gebied van de wijsbegeerte van een bepaald wetenschapsgebied, te formuleren;
- de vraagstelling zó af te bakenen dat het onderzoek de omvang van dit

- programmaonderdeel niet te boven gaat;
- onder begeleiding een filosofisch onderzoek van beperkte omvang te verrichten;
  - relevante literatuur op te zoeken en te bestuderen;
  - schriftelijk verslag te doen van het onderzoek en een tekst van enige omvang op adequate wijze helder te structureren;
  - theorieën en standpunten uit te leggen en kritisch te evalueren;
  - de geleerde bibliografische vaardigheden toe te passen;
  - over de verschillende aspecten van het schriftelijk verslag ook mondeling te communiceren.

### **6.8.2 Omvang**

De bachelorscriptie heeft een studielast van 10 ECTS en een omvang van maximaal 10.000 woorden inclusief (voet)noten en exclusief literatuurlijst. De scriptie wordt afgesloten met een verdediging in aanwezigheid van de begeleider en de tweede lezer.

### **Bachelorscriptieprotocol**

Voor het overzicht over de eisen aan de bachelorscriptie gesteld worden en de afstudeerprocedure, zie het Protocol Bachelorscriptie (appendix van het Toetsplan) op de Student Portal (onder tabblad Study Info de sectie Regelingen voor Studenten).

## 7 Bachelor Philosophy of a Specific Discipline

### 7.1 General introduction to the Philosophy of a Specific Discipline

This chapter contains detailed information about the aims, learning outcomes and structure of the Bachelor's degree programme in the Philosophy of a Specific Discipline (PSD). An overview of course units (both compulsory and elective) can be found on pp. 49-53.

### 7.2 Objectives and learning outcomes of the Bachelor's programme in PSD

The degree programme aims to:

- a. impart the knowledge, understanding and skills that students need to be able to perform independent critical philosophical reflection on a specific academic field. To this end, students must have acquired knowledge, understanding and skills in the relevant academic field
- b. provide academic training by enabling students to broaden and deepen their own subject-specific knowledge
- c. prepare students for a further study career, in particular for the Master's degree programme in Philosophy, Science and Humanities (previously known as the Philosophy of a Specific Discipline), the Master's degree programmes in Philosophy and Philosophy and Society, and the Research Master's programme in Philosophy (which is part of the Graduate School of Philosophy)
- d. prepare students for a professional career in the relevant academic discipline, for which the study of the philosophy of this discipline provides added value
- e. prepare students for a professional career in a different societal position, to which the degree programme can offer a valuable contribution.

The learning outcomes of the degree programme are as follows:

#### *Knowledge and understanding*

Graduates of the degree programme have:

1. knowledge and understanding of the specific discipline at least at first and second year bachelor level, by means of course units that are provided by the faculty of the specific discipline;
2. knowledge and understanding of core parts of philosophy, both historical and systematic;
3. knowledge and understanding of core parts of the philosophy of the specific discipline, especially core concepts, theories, problems and methods;
4. understanding of the academic and societal importance of philosophy in general and philosophy of the specific discipline particularly;

#### *Applying knowledge and understanding*

Graduates of the degree programme have:

5. the ability to make a research plan of limited size and to carry out the research under supervision;
6. the ability to find and study relevant literature;
7. the ability to apply bibliographic skills.

### *Making judgements*

Graduates of the degree programme have:

8. the ability to critically process knowledge and insights from relevant academic literature;
9. the ability to situate research in the specific discipline in the broader context of philosophical reflection on the specific discipline;
10. the ability to apply philosophical skills to problems, theories and debates in the specific discipline.

### *Communication*

Graduates of the degree programme have:

11. the ability to explain and defend theories and points of view;
12. the ability to critically reflect on the theories and points of view they have studied.

### *Learning skills*

Graduates of the degree programme have:

13. sufficient academic knowledge and skills to either be admitted to a relevant master degree programme or to successfully enter the labour market.

## **7.3 Condition of admission**

Students cannot enrol in the Bachelor's degree programme in the Philosophy of a Specific Discipline until they have passed the propaedeutic phase of that discipline (the primary Bachelor's degree programme). Students are, however, permitted to start following introductory course units in semester I if they do not yet meet this condition of admission. To this end they should contact the study advisor. For the part-time variant of this degree programme, see also p. 56.

## **7.4 The curriculum of the Bachelor's programme in PSD**

The Bachelor's degree programme in the Philosophy of a Specific Discipline is designed for students who are already following, or have already completed, an academic Bachelor's degree programme and who wish to explore the philosophical aspects of their discipline in depth. In other words, it is a combined programme.

### *Planning the Philosophy year*

Although the philosophy component of the Bachelor's programme in PSD comprises one year (60 ECTS), this does not necessarily mean that this component can be completed within one academic year. It is recommended that you spread the

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Philosophy year over several teaching years. How you do this depends on when you started the programme, whether you followed the Introductory course units as a Minor in Philosophy for your first Bachelor's degree programme, and of course on how you have planned your first Bachelor's programme. In general, it is a good idea to follow these planning tips:

- If you are following the Minor in Philosophy in semester I of Year 3, you should register for the Bachelor's degree programme in PSD via Studielink as of 1 February (semester II). We recommend you follow your Specialization course unit in quarter 3 (semester IIa), because this course unit is only taught in quarter 3 of each academic year. You could subsequently follow an elective in quarter 4 (semester IIb), and then write your PSD thesis and follow the last electives in semester I of the following academic year. Of course you can also follow the Specialization course unit a year later if you are not desperate to graduate in semester I of the following academic year. You can also complete the Bachelor's degree programme in PSD immediately after the Minor in Philosophy (in semester II). When drawing up your study plan, you may need to bear in mind that the range of available electives is usually somewhat wider in quarters 3 and 4 than in quarters 1 and 2.
- If you start with PSD in Year 2 of your first Bachelor's degree programme (immediately after completing the propaedeutic phase), you will be able to spread the programme over two or more years. This means, for example, that you could follow one or two Introductory course units per quarter in semester I of each academic year. However, it is advisable to follow Philosophy of Science first in quarter 2, so that you can take the Specialization course unit in quarter 3. In addition, you should bear in mind that you must complete the Introductory course units before you can start on your thesis.
- You can also start the Bachelor's degree programme in PSD after having completed your first Bachelor's degree programme. However, for a second Bachelor's degree programme you will have to pay University tuition fees, which this year amount to €9,800,- for EU/EEA students. You will not be able to follow a second Bachelor's degree programme for statutory tuition fees! If you want to continue to qualify for statutory tuition fees, you will have to register for the Bachelor's degree programme in PSD while you are still registered for your first Bachelor's degree programme (and have not yet graduated or completed your last course unit) – in other words, you must be registered in both Bachelor's degree programmes at the same time. More information about a second Bachelor's degree programme and tuition fees can be found on the UG website:

<https://www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/tarieven/collegegeld-voor-een-tweede-opleiding-van-dezelfde-graad>

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If you have any questions about planning your Bachelor's degree programme in PSD, please contact the study advisor for the Bachelor's degree programmes in Philosophy (FIL-study-advisor@rug.nl).

### Components

The Bachelor's degree programme includes the following compulsory components:

- 120 ECTS credit points in your own discipline (i.e. your first Bachelor's degree programme), including Year 1 (the propaedeutic phase) of the discipline
- 60 ECTS in Philosophy course units, including:
  - Introductory course units (30 ECTS)
  - A specialization cluster comprising 20 ECTS worth of course units that tie in with the relevant academic discipline
  - A 10 ECTS Bachelor's thesis course and thesis.

The 20 ECTS specialization cluster consists of:

1. a 5 ECTS Specialization course unit; a course unit in advanced philosophy of science that teaches you to apply philosophical reflection to the principles of a specific discipline. As part of this specialization course, PSD-students are required to attend several practicals. These practicals aim to develop philosophical writing skills, and attendance is mandatory for PSD-students to pass this course.
2. Three electives (at least 15 ECTS in total) in the field of your own academic discipline. These course units can be found in the lists of '**In-depth course units by specialization**'. You should choose the specialization cluster of academic disciplines that relates to your own academic discipline. The purpose of the PSD programme is to explore the philosophy of your chosen academic discipline. You can also choose to follow one (or two) course unit(s) from the list of '**General course units**', which, based on their content, could be included in any cluster. If you follow a course unit from the list of General course units, your assignments and final papers for this course unit will have to be relevant to your academic discipline.

Please contact the study advisor if you are uncertain about matters such as the coherence of your set of course units or the relevance to your main programme. If you want to follow an alternative teaching programme, please submit a substantiated request to this end to the Board of Examiners of the Faculty of Philosophy. Where appropriate, lecturers from other faculties may be involved in the programme.

When you register for the Bachelor's degree programme in PSD via [Studielink](#), you will be asked to choose a track/specialization. There are seven tracks to choose from:

- Philosophy of a Specific Discipline: Art and Cultural Studies
- Philosophy of a Specific Discipline: Cognitive Sciences



- Philosophy of a Specific Discipline: Economic and Social Sciences
- Philosophy of a Specific Discipline: History
- Philosophy of a Specific Discipline: Life Sciences
- Philosophy of a Specific Discipline: Natural Sciences
- Philosophy of a Specific Discipline: Political Science

Please go to the webpage of the Bachelor's degree programme in the Philosophy of a Specific Discipline (<https://www.rug.nl/bachelors/philosophy-of-a-specific-discipline/>) and click on 'Entry requirements' to find the appropriate track/specialization for your own academic discipline (your first Bachelor's degree programme).

### Structure of the degree programme:

- 1 The propaedeutic phase of the degree programme is the propaedeutic phase of your own discipline (Module 1, 60 ECTS).
- 2 The post-propaedeutic phase comprises the following course units with their related student workloads:
  - Post-propaedeutic course units in your own academic discipline (Module 2, 60 ECTS)
  - Philosophy course units (60 ECTS).

The table below provides an overview of compulsory course units of the Philosophy component (60 ECTS credit points) of the Bachelor's degree programme:

Course units	Student workload
6 Introductory course units (= also the Minor in Philosophy)	30 ECTS
1 Specialization course unit in the relevant academic discipline and related practicals	5 ECTS
3 Electives from the list of 'In-depth course units by specialization' and/or the list of 'General course units'	15 ECTS
Bachelor's thesis course and thesis	10 ECTS
<b>Total</b>	<b>60 ECTS</b>

Details of the course units can be found in Chapter 19: Course Units, from p. 92 onwards. The numbering in the table below corresponds to the numbering in that chapter.

### Introductory course units in Philosophy (also the Minor in Philosophy)

Quarter	Course unit	ECTS	No.
1	History of Philosophy I: From Plato to Hume	5	37
1	Reasoning and Arguing	5	91
1	Social and Political Philosophy	5	96
2	Introduction to Ethics	5	44
2	History of Philosophy II: 19th and 20th Century	5	38
2	Philosophy of Science	5	75

### Specialization course units in the seven academic disciplines

Quarter	Course unit	ECTS	No.
<b>Philosophy of the Natural Sciences</b>			
3	Philosophy of the Natural Sciences	5	78
<b>Philosophy of the Life Sciences</b>			
3	Philosophy of the Life Sciences	5	77
<b>Philosophy of Economics and the Social Sciences</b>			
3	Philosophy of the Social Sciences	5	79
<b>Philosophy of History</b>			
3	Philosophy of the Humanities	5	76
<b>Philosophy of the Arts and Culture</b>			
3	Philosophy of the Humanities	5	76
<b>Philosophy of Political Science</b>			
3	Philosophy of the Humanities	5	76
<b>Philosophy of Cognitive Sciences</b>			
3	Philosophy of AI and Cognition	5	67

### Electives

For each specialization cluster, students can choose three electives from the lists of in-depth subject-specific course units below and from the list of General course units.

### In-depth course units by specialization (subject-specific)

Quarter	Course unit	ECTS	No.
<i>Philosophy of the Natural Sciences</i>			
1	Ethics of AI	5	25
1	Philosophy of Mind: Lichaam, Brein, Geest	7	73
2	Nonhuman and Human Minds	5	63
2	Philosophical Problems and Logical Solutions	5	65
3	Philosophy of the Life Sciences	5	77
3	Philosophy of AI and Cognition	5	67
3	Advanced Logic (Verbrugge, Fac. of Science and Engineering, AI)	5	FSE
4	Philosophy of Illness and Medicine	5	72

4	Epistemology and Philosophy of Science 2	7	22
<i>Philosophy of the Life Sciences</i>			
1	Ethics of AI	5	25
1	Philosophy of Mind: Lichaam, Brein, Geest	7	73
2	Nonhuman and Human Minds	5	63
2	Philosophical Problems and Logical Solutions	5	65
3	Philosophy of the Natural Sciences	5	78
3	Philosophy of AI and Cognition	5	67
3	Wittgensteins Philosophical Investigations	5	108
4	Philosophy of Illness and Medicine	5	72
4	Epistemology and Philosophy of Science 2	7	22
<i>Philosophy of Cognitive Sciences</i>			
1	Fiction, Imagination and Lying	5	30
1	Ethics of AI	5	25
1	Philosophy of Mind: Lichaam, Brein, Geest	7	73
2	Nonhuman and Human Minds	5	63
2	Philosophical Problems and Logical Solutions	5	65
2	History of Philosophy 6: Global Hermeneutics	7	41
3	Philosophy of the Life Sciences	5	77
3	Advanced Logic (Verbrugge, Fac. of Science and Engineering, AI)	5	FSE
3	Philosophy of Argument	5	68
3	Kant's Critique of Pure Reason	5	45
3	Wittgenstein's Philosophical Investigations	5	108
4	Philosophy of Illness and Medicine	5	72
4	Epistemology and Philosophy of Science 2	7	22
<i>Philosophy of Economics and Social Sciences</i>			
1	Contemporary Critical Theory	5	17
1	Ethics of AI	5	25
2	Existence and Democracy	5	26
2	Privacy and the Digital Public Sphere	5	84
3	Global Justice	5	35
3	Philosophy of Work	5	80
3	Kant's Critique of Pure Reason	5	45
3	Wittgenstein's Philosophical Investigations	5	108
4	Doctrine and Drama in Plato's Republic	5	18
4	The Philosophy of Hume	5	104
4	Rousseau's Legal and Political Philosophy	5	95
4	Sociale en Politieke Filosofie 2	7	98
<i>Philosophy of Political Science</i>			
1	Contemporary Critical Theory	5	17
1	Ethics of AI	5	25
1	Faith and Reason	5	27
2	Existence and Democracy	5	26
2	Privacy and the Digital Public Sphere	5	84

3	Global Justice	5	35
3	Philosophy of Work	5	80
3	Philosophy of Argument	5	68
3	Wittgenstein's Philosophical Investigations	5	108
4	Modernity and Religion	5	61
4	Doctrine and Drama Plato's Republic	5	18
4	The Philosophy of Hume	5	104
4	Rousseau's Legal and Political Philosophy	5	95
4	Sociale en Politieke Filosofie 2	7	98
<i>Philosophy of History</i>			
1	Faith and Reason	5	27
1	Contemporary Critical Theory	5	17
1	History of Philosophy 5: Language and Reality	7	34
2	Early Modern Women Philosophers	5	19
2	Existence and Democracy	5	26
2	History of Philosophy 6: Global Hermeneutics	7	41
3	Kant's Critique of Pure Reason	5	45
3	Philosophy of Argument	5	68
3	Wittgenstein's Philosophical Investigations	5	108
4	The Philosophy of Hume	5	104
4	Doctrine and Drama in Plato's Republic	5	18
4	Modernity and Religion	5	61
4	Sociale and Politieke Filosofie 2	7	98
<i>Philosophy of the Arts and Culture</i>			
1	Fiction, Imagination and Lying	5	30
1	Faith and Reason	5	27
1	Contemporary Critical Theory	5	17
1	History of Philosophy 5: Language and Reality	7	34
2	Early Modern Women Philosophers	5	19
2	Existence and Democracy	5	26
2	History of Philosophy 6: Global Hermeneutics	7	41
3	Philosophy of Art	5	69
3	Philosophy of Argument	5	68
3	Wittgenstein's Philosophical Investigations	5	108
4	Doctrine and Drama in Plato's Republic	5	18
4	The Philosophy of Hume	5	104
4	Modernity and Religion	5	61
4	Sociale and Politieke Filosofie 2	7	98

### General course units

Quarter	Course unit	ECTS	No.
1	Analytic Existentialism	5	3
1	Asian Philosophical Traditions	5	6
1	Free Will	5	31

2	Ethiek 2: Morele verantwoordelijkheid	7	24
3	Ethiek 3: Meta-ethiek	7	59
3	Logic and Epistemology	7	49
3	Ancient Buddhist Philosophy: Friendliness & Freedom	5	4

You may choose a maximum of two general course units (10-12 ECTS). Assignments and final papers for these course units must be relevant to the discipline in question.

### **Bachelor's thesis course and thesis**

Semester	Content	ECTS	No.
I or II	The subject of the thesis must relate to your own discipline. Compulsory thesis course unit	10	<b>8 or 9</b>

#### Entry requirements for electives

Entry requirements usually apply to electives. These are set out in Ocasys. You must check the entry requirements when choosing course units. Please contact the lecturer if you are uncertain about the level of knowledge required.

#### Compulsory order of course units

A compulsory order of course units applies to the curriculum of the Bachelor's degree programme in the Philosophy of a Specific Discipline. This means that you must successfully complete certain course units before you may start with certain other course units. The compulsory order of course units is set out in the Teaching and Examination Regulations. Most importantly, you must successfully complete the Introductory course unit in Philosophy of Science before you can start the Specialization course unit and you must have at least completed all Introductory course units before you can complete the Bachelor's thesis.

#### Compulsory thesis course unit

The Bachelor's thesis is written during the Bachelor's thesis course unit. You must register for this course unit via ProgRESS WWW. The thesis course unit starts in both quarter 1 (semester Ia) and quarter 3 (semester IIa). Students work on their Bachelor's theses in groups and help each other, under the guidance of a workgroup supervisor. Students comment on each other's work before handing in chapters of their thesis to the lecturer who is responsible for supervising the content. Parts of the research and writing process will be discussed, for example: How do I draw up a good research question? Where can I find relevant literature? How do I explain a philosophical term? How do I choose a good structure? Which writing style should I use?

Details of the Bachelor's thesis and the compulsory thesis course unit can be found in Chapter 19: Course Units.

### Bachelor's thesis course and thesis

The thesis must relate to your own academic discipline. You must make clear written agreements with the supervisor before you start working on your thesis. The agreements are set out in a thesis supervision plan, which stipulates the following:

- the subject, format and approach of the thesis
- the frequency of supervision meetings
- a work plan and time schedule; interim deadlines for parts of the thesis
- a proposed submission date for the thesis.

The Bachelor's thesis has a student workload of 10 ECTS credit points and must be no more than 10,000 words in length, including notes, and excluding the list of sources used. The thesis concludes with a final discussion in the presence of the additional assessor. This could be a lecturer from the faculty of the discipline in question, in which case the approval of the Board of Examiners is required.

Learning outcomes of the Bachelor's thesis:

A Bachelor's thesis must demonstrate the student's ability to

- formulate a philosophical question relating to the philosophy of a specific discipline
- ensure that the scope of the question does not go beyond the scope of the course unit
- conduct a philosophical research project on a specified scale, under supervision
- find and study relevant literature
- write a report on the research and structure a substantial text in a clear manner
- explain and critically evaluate theories and viewpoints
- apply the bibliographical skills learned
- communicate orally about the various aspects of the written report.

### **Bachelor's thesis protocol**

An overview of requirements for the Bachelor's thesis and the graduation procedure can be found in the Protocol Bachelor's Thesis on the Student Portal (tab Study Info; section Regelingen voor Studenten [Regulations applying to students]).

## 8 Studying part-time

### 8.1 Application and registration

You should first register via [www.rug.studielink.nl](http://www.rug.studielink.nl). If you have any questions about your choice of degree programme, please contact Student Information and Administration; see [www.rug.nl/education/contact/information-services/](http://www.rug.nl/education/contact/information-services/)

Once you have registered, a University of Groningen registration package will be sent to you automatically.

An overview of tuition fees for the academic year 2023-2024 can be found at: [www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/tarieven/](http://www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/tarieven/)

#### University of Groningen costs policy

The costs of books and materials for study are relatively low. In both the Bachelor and Master € 200,- / year is usually sufficient for compulsory books, lecture notes, manuals etc. The UG has a policy on study costs. The policy aims to control costs so that the 'study cost' component does not exceed grant/loan budgets for Dutch students. The amount that students are required to spend on study materials will therefore not exceed the government grant. The standard sum for 2023-2024 is €904,-. Each course phase has a cost 'ceiling' (standard sum x length of course). Sometimes it is not possible to avoid going beyond the ceiling amount. In such cases it is possible to apply to the Faculty Board for reimbursement of half the extra expenditure on the basis of receipts submitted as proof. Sometimes another arrangement maybe possible. Students can obtain information on the cost policy at Frequently Asked Questions on [/myuniversity](http://myuniversity). They can also visit Information Services or their study advisor.

### 8.2 Deeltijdstudie Bacheloropleiding Filosofie

#### Studieduur

5 tot 6 jaar (gemiddeld ruim 30 ECTS per jaar); 4 tot 5 jaar indien vrijstelling is verkregen voor de minor. Zo'n vrijstelling kan verleend worden op basis van een reeds afgeronde hbo-studie of een (deel van een) universitaire studie.

#### Opzet

Propedeutische fase (eerste jaar) (60 ECTS)

Niveau 2 vakken (60 ECTS)

Minor (30 ECTS)

Niveau 3 vakken (20 ECTS)

Bachelorscriptie (10 ECTS)

Studieprogramma

Deeltijdstudenten volgen, eventueel in overleg met de studieadviseur, een studeerplan met een lager studeertempo. Deeltijdstudenten volgen dezelfde vakken als de voltijdstudenten. Men dient dus wel te beseffen dat afronding van de afzonderlijke studieonderdelen dezelfde inzet vergt als van voltijdstudenten.

#### Bindend studieadvies

Deeltijdstudenten dienen in het eerste jaar van de studie 22,5 ECTS te behalen, ofwel 3 van de mogelijk 8 vakken. De propedeusefase dient in drie jaar afgerond te zijn. Wanneer de student hier niet aan voldoet, volgt een negatief bindend studieadvies en dient de opleiding gestaakt te worden. De student kan gedurende twee collegejaren volgend op het besluit niet worden ingeschreven. Zie p. 23.

#### Toegang

De opleiding is toegankelijk met een vwo-diploma. Ook alleen een hbo-propedeuse kan toegang geven tot een universitaire bacheloropleiding. Dit is ter beoordeling van de toelatingscommissie. Ook het behalen van een colloquium doctum kan toegang geven tot een deeltijd bacheloropleiding. Zie hiervoor [www.rug.nl/filosofie/education/prospective/colloquium-doctum](http://www.rug.nl/filosofie/education/prospective/colloquium-doctum)

De OER van de Bacheloropleiding Filosofie is op de facultaire website te vinden.

### **8.3 Part-time Bachelor programme Philosophy of a Specific Discipline**

#### Duration

5 to 6 years (over 30 ECTS per year on average); 1.5 to 2 years if exemption has been granted for the non-philosophical part. Exemptions can be granted on the basis of 120 ECTS earned in a university Bachelor's degree programme (or an equivalent programme).

#### Entry requirements

The degree programme is open to students who have gained a propaedeutic certificate or successfully completed the first year of a non-philosophical degree programme. Please consult the Teaching and Examination Regulations on the Faculty website.

#### Structure

The part-time variant of the Bachelor's degree programme in the Philosophy of a Specific Discipline is identical to the full-time variant. Please refer to the relevant section in this Study Guide.

The Teaching and Examination Regulations for the Bachelor's degree programme in the Philosophy of a Specific Discipline can be found on the Faculty website.



## 9 Follow-on degree programmes

Holders of a Bachelor's degree from the Faculty of Philosophy will be granted admission to the following degree programmes offered by the Faculty of Philosophy or the Faculty of Arts:

### Master's programme in Philosophy

A Bachelor's degree in Philosophy (Filosofie) or in the Philosophy of a Specific Discipline will grant unconditional admission to the Master's degree programme in Philosophy.

### Research Master's programme in Philosophy

Students need proof of admission to be admitted to the programme. A selection procedure applies and all requests for admission are assessed by the Admissions Board. Entry requirements apply, for example in terms of prior degrees (content, level, average mark) and English proficiency. Suitable prior degrees include a Bachelor's degree in Philosophy or the Philosophy of a Specific Discipline, or an equivalent Dutch or foreign degree. Additional requirements may be set in the latter two cases.

This is an English-taught degree programme. Non-native speakers of English must therefore take a TOEFL, IELTS or equivalent test.

### Master's programme in Philosophy, Politics and Economics

PPE is a selective Master's degree programme. Students need proof of admission to be admitted to the programme. A selection procedure applies and all requests for admission are assessed by a special Admissions Board. Selection criteria include motivation, prior degrees (content, level, average mark) and English proficiency. The Master's degree programme in PPE can only be started in September.

### Master's programme in Social Sciences and Humanities Education - Philosophy (Educatie in de Mens- en Maatschappijwetenschappen – Filosofie)

The Master's degree programme in Philosophy and Education is a two-year programme including a teacher-training programme through which a grade-one teaching certificate for Philosophy (havo, vwo) can be gained.

A Bachelor's degree in Philosophy will grant unconditional admission to the Master's degree programme in Philosophy and Education. Additional entry requirements apply to holders of a Bachelor's degree in the Philosophy of a Specific Discipline. Please contact the study advisor for more information.

### Admission to non-philosophical Master's degree programmes

Some Master's degree programmes in other disciplines grant admission on the basis of a Bachelor's degree in Philosophy. However, in most cases you will have to take some extra courses in order to gain admission, and additional selection criteria may

also apply. It is therefore a good idea to obtain information about the possible options well in advance.

Examples of UG Master's degree programmes to which Philosophy Bachelor's graduates will be admitted include:

- Euroculture, Faculty of Arts
- Journalism, Faculty of Arts
- Ethics of Education, Faculty of Behavioural and Social Sciences
- Religion, Conflict and Globalisation, Faculty of Theology and Religious Studies.

This is not an exhaustive list. A comprehensive overview of Master's degree programmes offered by the UG can be found on [www.rug.nl/masters/](http://www.rug.nl/masters/).

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## 10 Master Philosophy

### 10.1 Introduction

This chapter contains detailed information about the objectives, learning outcomes and structure of the Master's degree programme in Philosophy. A study schedule is provided, together with an overview of the course units (compulsory and elective).

Please note that, as of the academic year 2023-2024, the curriculum of the former Master's degree programmes Philosophy and Philosophy and Society have changed. The Master track Philosophy and Society was closed; students who have started Philosophy and Society before 1 September 2023 will have time to finish their studies and graduate in Philosophy and Society until at the latest 31 January 2025.

As of 2023-2024, the characteristic course units of the Philosophy and Society track form the core of the Practical Profile of the Master's degree programme. The former (regular) Master's in programme in Philosophy will be continued in the form of the disciplinary Theoretical Profile.

### 10.2 Objectives of the Master's degree programme in Philosophy

The main objective of the Master's degree programme in Philosophy is to teach students to think in an independent and critical way about the fundamental questions of philosophy and about how these questions relate to problems in society. Furthermore, the programme has the objective to have students explore the various possibilities there are for them to practice philosophy outside of the domain of academic philosophy. Graduates of the Master's degree programme in Philosophy are able to demonstrate familiarity with the discipline and practice philosophy independently in a professional context. The programme has two profiles: The theoretical profile has the objective to have students explore a specific philosophical topic in theoretical depth, whereas the goal of the practical profile is for students to explore a specific philosophical topic both theoretically and more practically.

The degree programme has set out the following learning outcomes:

#### *Knowledge & Understanding*

1. Advanced knowledge of important historical and systematic questions in philosophy.
2. Thorough knowledge of one particular philosophical topic from either a theoretical or an applied perspective;
3. Knowledge of how philosophy is utilised outside of academia, including its application to societal issues.

*Applying Knowledge & Understanding*

4. Formulate an innovative philosophical question, either applying philosophical knowledge, methods and techniques to the analysis of public debates, policy or professional activity (practical profile), or within a philosophical specialization (theoretical profile);
5. Execute a substantial piece of philosophical research.

*Making Judgments*

6. To critically reflect on the ethical questions and implications of philosophical approaches to societal issues;
7. To develop and critically evaluate philosophical viewpoints and theories;
8. To critically reflect on philosophical theories and perspectives in their application to complex societal issues.

*Communication Skills*

9. To report through structured writing the results of philosophical research for specialists;
10. To communicate orally and/or in writing different aspects of philosophical research for a broad, non-philosophical audience or professionals.

*Learning Skills*

11. Ability to master in a largely self-directed manner philosophical tools and methods in their application to specific issues;
12. Ability to plan and reflect on one's own learning process in relation to one's personal and professional future;
13. Ability to master in a largely self-directed manner skills relevant to the job-market or a subsequent academic study requiring a high degree of autonomy.

**10.3 Conditions of admission**

Students can qualify for admission on the basis of a

- Bachelor's degree in Philosophy
- Bachelor's degree in the Philosophy of a Specific Discipline
- national or international equivalent of the above; equivalence will be assessed by the Admissions Board.

**10.4 Programme structure**

In order to realize the above mentioned objectives, a curriculum was designed based on three components: two out of three skills-based core modules (10 ECTS), five deepening philosophy courses (25 ECTS) and a final project (25 ECTS) comprising either two specialisation electives (10 ECTS) and a Master's thesis of 15 ECTS (Theoretical Profile), or an internship (15 ECTS) and a short Master's thesis of 10 ECTS (Practical Profile).

## Set-up of the Master's degree programme in Philosophy

<b>Core modules</b> (10 ECTS)	Philosophy Beyond Academia <b>66</b> (5 ECTS, Sem I a)	Publieksgericht schrijven <b>90</b> (5 ECTS, Sem Ib) <i>or</i> Philosophical Interventions <b>64</b> (5 ECTS, Sem II a)
<b>Electives</b> (25 ECTS)	5 electives, at least 1 from each Philosophy department (whole year); the other of the 2 skills courses may also count as an elective.	
<b>Graduation Project</b> (25 ECTS)	<b>Theoretical profile</b> 2 Specialization electives <b>52</b> (10 ECTS, whole year)	<i>Theoretical/disciplinary specialisation</i> (Sem II) Position Paper Master's thesis course and thesis <b>54, 55</b> (15 ECTS)
	<b>Practical profile</b> Internship, Internship report <b>51</b> (15 ECTS, whole year )	<i>Practical specialisation</i> (Sem II) Position Paper Master's thesis course and thesis <b>54, 55</b> (10 ECTS)

**Core (skills) modules**

## Philosophy Beyond Academia (PBA)

All students take the introductory skills module Philosophy Beyond Academia. It has the aim to help the students construct the individual study paths or programmes that best capture what their study goals are and prepare them for what they want to do after their studies. The course unit consists of two elements:

At the start of the module, students individually reflect on their motivations and ambitions for the personal design of their study programme (start document). This reflection, of c. 300-500 words, will be part of the Position Paper they are going to write just before the start of their Graduation Projects in the following Semester (see below for more details).

Alongside this individual component, the PBA module will showcase different perspectives on, and application areas of, philosophy. These may include the arts, intellectual life, journalism, consulting, government, NGO & activism, coaching, teaching and other areas. Via readings and guest speakers, students will be introduced to several of these areas. Students will investigate in which of these areas they can see themselves flourish.

## Skills courses (option group)

Besides the mandatory PBA course unit, students choose one out of two skills modules: Publieksgericht schrijven (in Dutch, Sem Ib) or Philosophical Interventions (Sem II a). The other of the two modules can be taken as an elective within both the Theoretical and the Practical Profiles. For detailed information on the two skills modules, see their descriptions in Chapter 19, Course units (no. 64 and 90).

### Electives (25 ECTS)

Students take at least one deepening philosophy course units offered by each of the three Philosophy departments History of Philosophy, Theoretical Philosophy, and Ethics, Social and Political Philosophy. The elective course units offered by the three departments are open to students from the other Master's degree programmes in philosophy as well.

After careful consultation with the programme coordinator, and with permission of the Board of Examiners, students may take one or two electives offered by other Faculties (with a total of max. 10 ECTS), if they deem these relevant for their intended philosophical professionalisation.

#### Overview of mandatory course units and electives

Details of the course units can be found in Chapter 19, Course units. The numbering in the table corresponds to the numbering in that chapter.

Quarter		Number
1	Philosophy Beyond Academia (mandatory)	66
<b>Option group philosophical skills course units*</b>		
2	Publieksgericht schrijven	90
3	Philosophical Interventions (*mandatory for students starting in February)	64
<b>Electives History of Philosophy</b>		
1	Zhuangzi's Daoism	109
1	Kant's Revolution in Philosophy	46
2	What is Thinking?	107
2	History of Science II: Intervention, Control and Scientific Error	87
3	Philosophy of Death	71
3	The Crisis of European Sciences	102
3	Indian Philosophy: Consciousness	15
4	Latin American Philosophy: Philosophy of Liberation	47
<b>Electives Ethics, Social and Political Philosophy</b>		
1	Arguing about Taste	5
1	Hegel's Philosophy of Right	36
2	Marx and Contemporary Philosophy	53
3	Advanced Metaethics	2
3	Consequentialism	16
3	Social Contract Theory	99
4	Autonomy, Authenticity, and the Brain	7
4	Human Rights and Minority Rights	43

<b>Electives Theoretical Philosophy</b>		
1	Loopy Minds and 4E	<b>50</b>
1	Epistemic Logic	<b>20</b>
2	Philosophy of Neuroscience	<b>74</b>
2	Philosophy of Climate Change	<b>70</b>
2	Logical Aspects of Multi-agent Systems (F. Science & Engineering, AI)	<b>FSE</b>
3	Feminist Epistemology	<b>29</b>
3	Philosophy of Argument	<b>28</b>
4	Social Epistemology of Science	<b>100</b>

\* Students starting in February take Philosophical Interventions to start the programme, and write their start document alongside this skills module. The programme coordinator, who is also the lecturer of Philosophical Interventions, will support them in their reflection process. The students take Philosophy Beyond Academia after the summer break in their third block.

### **Graduation project**

The Graduation project (mandatory, 25 ECTS) is the capstone of the degree programme and consists of three parts: a Position Paper, two specialization electives (Theoretical Profile) *or* an internship (Practical Profile), and a Master's thesis.

### **Theoretical Profile**

The Graduation project of the Theoretical Profile comprises three parts:

1. Two specialization electives that relate to the domain of the thesis (10 ECTS);
2. Position paper, comprising a starting document and a final report in which the student reflects on the own motivations and ambitions for the personal design of their study programme;
3. Master's Thesis Course and Master's Thesis (15 ECTS), see below for more information on the Master's thesis course and thesis.

To grasp do's and don'ts of the graduation project it is strongly recommended that the student gets in touch with the programme coordinator, and, preferably, also the thesis supervisor, at an early stage.

### **Position paper**

The Position Paper consists of a start document and a final reflection. At the start of their Graduation project, students further elaborate on the reflections laid down in their start document at the beginning of the academic year; they include a reflection on their learning experiences, insights or even new ambitions, and the choices made during their studies, that have led to the graduation project of their choice.

In the Theoretical Profile, students identify the two specialization electives and relate these to the (intended) topic of their Master's thesis. After finalising the Position Paper,

students discuss the Position Paper with their thesis supervisor.  
The final version of the Position Paper will have max. 750-1000 words.

#### Specialization electives

Students identify two deepening philosophy electives that relate to the domain or philosophical discipline(s) of their Master's thesis.

#### Thesis

In the Theoretical Profile the thesis has a student workload of 15 ECTS credit points and must be no more than 12,000 words in length, including notes and excluding the list of sources used. Students may deviate from this word count in consultation with the thesis supervisors depending on the type of thesis that is being written. For more details on the thesis, see below.

#### Learning outcomes of the graduation project of the Theoretical Profile

1. to gain in-depth (theoretical) knowledge of a philosophical discipline (specialization electives);
2. to be able to reflect on one's own motivations and ambitions regarding the personal design of the study programme (position paper);
3. to be able to independently execute a substantial piece of philosophical research and report on this in writing (Master's thesis).
4. to be able to contribute in an original manner to a philosophical discipline and report also orally on different aspects of the thesis.

### **Practical profile**

The graduation project of the Practical Profile comprises three parts:

1. Internship and internship report: the internship and the thesis are related, or the thesis even results from the internship;
2. Master's Thesis Course and short Master's Thesis;
3. Position paper, comprising a start document and a final report in which the student reflects on their own motivations and ambitions for the personal design of their study programme.

To grasp do's and don'ts of the graduation project it is strongly recommended that the student gets in touch with the internship coordinator, and, preferably, also the thesis supervisor, at an early stage.

#### Position paper

The Position Paper consists of a start document and a final reflection. At the start of their graduation project, students further elaborate on the reflections laid down in their start document at the beginning of the academic year; they include a reflection on their learning experiences, insights or even new ambitions, and the choices made during



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their studies, that have led to the graduation project of their choice.

In the Practical Profile students explain the relation between their internship and the (intended) topic of their Master's thesis. After finalising the Position Paper, students discuss the paper with their internship coordinator and their thesis supervisor.

The final version of the Position Paper will have max. 750-1000 words.

### Internship

The thesis must either be related to the internship, or be a result of the internship. It is therefore not possible to include a separate internship in the degree programme.

The purpose of doing an internship is for the student to gain work experience as a philosopher outside a Philosophical Institute. An internship can consist of doing philosophical research, but also of other tasks. However, these tasks should as far as possible result from a demand from the institution providing the internship and, moreover, be carried out there. The practical supervision of the intern is in the hands of a supervisor within the institution providing the internship, the substantive supervision in that of a lecturer of our faculty.

Students complete an internship at a (government) institution, foundation, or company. Examples of possible internships are the editorial boards of philosophy journals, publishing houses, hospitals, advisory committees, emancipation committees, companies, Studium Generales, non-profit organizations, scientific offices of political parties, European bodies, etc. At the conclusion of the internship, the intern will submit a report of the philosophical research conducted during the internship. This report cannot serve as a thesis, but it can be seen as preparation for it.

Keep in mind that finding an internship position can sometimes take three months. Those wishing to do an internship are strongly advised to contact the internship coordinator as soon as possible, to get ideas, to submit already existing plans for approval, or to get help in some other way. The faculty is helpful to students in many ways in finding an internship, but obviously cannot guarantee this. Once an internship is found, an internship contract is made between the student, the supervisor from the internship-granting institution and the supervising instructor. On request the internship coordinator can also provide you with the 'Internship Regulations' which contain more detailed information. The regulations can also be found on the faculty website.

The internship coordinator is Dr Marc Pauly: [m.pauly@rug.nl](mailto:m.pauly@rug.nl).

### Thesis

In the Practical Profile the thesis has a student workload of 10 ECTS credit points and must be no more than 10,000 words in length, including notes and excluding the list of sources used. Students may deviate from this word count in consultation with the

thesis supervisor depending on the type of thesis that is being written.

Learning outcomes of the graduation project of the Practical Profile

1. to gain labour-market experience as a philosopher outside a faculty of philosophy (Internship);
2. to be able to reflect on one's own motivations and ambitions regarding the personal design of the study programme (position paper);
3. to be able to independently execute a substantial piece of philosophical research and report on this in writing (Master's thesis).
4. to be able to contribute in an original manner to a philosophical discipline and report also orally on different aspects of the thesis (Master's thesis).

### **Master's thesis course and thesis; (both profiles)**

The Master's thesis course and thesis are compulsory and conclude the Master's degree programme.

In the Master's thesis, students demonstrate their ability to carry out independent research in the field of philosophy and to compile a written report of the research. They must demonstrate that they have the knowledge, understanding and skills in the field of philosophy that are required to participate in an academic debate. Students should be able to formulate and delineate a problem, collect, study, evaluate, and organize relevant material, choose and justify an appropriate research method, formulate a clear and systematic argument, apply bibliographical skills and draw conclusions from their own work. The Master's thesis must demonstrate that the student is able to make an original contribution to the subject area and also communicate orally about the various aspects of the thesis.

### Master's Thesis Course

The Thesis Course is offered in both Semester 1 and Semester 2. Please note that each edition of the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

### Learning outcomes of the Master's thesis course and thesis

The Master's thesis demonstrates students' ability to carry out independent research in philosophy (or the philosophy of a specific scientific discipline) and to compile a written report of the research. The thesis must also demonstrate:

- students' knowledge, understanding and skills relating to the philosophy of a specific discipline that are required to participate in academic discussion
- their ability to formulate and delineate a problem
- their ability to gather, study, evaluate and organize relevant material
- their ability to choose and justify an appropriate research method

- their ability to formulate a clear and systematic argument
- their ability to apply bibliographical skills
- their ability to draw conclusions from their own research
- their ability to make an original contribution to the subject field
- their ability to communicate orally about the various aspects of the thesis.

#### Thesis protocol

An overview of requirements for the Master's thesis and the graduation procedure can be found in the Protocol Master's Thesis on the Student Portal (tab Study Info; section Regelingen voor Studenten [Regulations applying students]).

## **11 Master Philosophy, Politics and Economics**

A separate study guide about the Philosophy, Politics and Economics master's programme is available.

For this programme you need a Certificate of Admission issued by the Admissions Board.

The admission requirements regard, among other things, previous education (content, level and average mark), motivation and command of the English language.

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## 12 Master Philosophy, Science and Humanities

### 12.1 Introduction

This chapter concerns the aims and objectives of the Master programme and gives an overview of the programme details.

### 12.2 Aims and objectives of the programme

The aim of the Philosophy, Science and Humanities programme is twofold. It aims to provide a general overview of the history and philosophy of science and to impart to students the knowledge, insight, and skills in the philosophy of your specific scientific or scholarly discipline.

#### *Knowledge and understanding*

Graduates of the programme have:

1. acquired knowledge and understanding on the level of a master's degree of their specific scientific or scholarly discipline;
2. acquired knowledge and understanding on the level of a master's degree of main ideas of the history and philosophy of science, with a focus on the concepts, theories and problems in the philosophy of their specific scientific or scholarly discipline;
3. acquired knowledge and understanding of the social and cultural impact of philosophy in general and of the philosophy of the specific discipline in particular.

#### *Applying knowledge and understanding*

Graduates of the programme are able to:

4. apply philosophical logical-analytical skills and conceptual analysis, to problems, theories and debates that are related to their specific scientific or scholarly discipline, and to enrich their academic writing with a philosophical writing approach.
5. Integrate knowledge from philosophy and their specific scientific or scholarly discipline to formulate research questions and to develop solutions to conceptual problems.

#### *Making judgements*

Graduates of the programme are able to:

6. situate research in a specific discipline in the broader context of philosophy of the specific discipline;
7. reflect critically and philosophically on issues related to their specific scientific or scholarly discipline.

*Communication skills*

Graduates of the programme are able to:

8. report on philosophical research in an academically sound way, to specialist and non-specialist audiences;
9. and do so both orally and in written form.

*Learning skills*

Graduates of the programme have:

10. developed the learning skills to allow them to continue their study in a research context in a manner that may be largely self-directed, or to function successfully within the appropriate academic or non-academic working environment.

**12.3 Admission**

To study this programme you need to have completed an academic Bachelor programme, and be accepted for a Master programme, currently study a Master programme, or else have completed a Master programme.

**12.4 Programme overview**

The programme consists of 120 ECTS of which 60 ECTS is reserved for the study of your specific scientific or scholarly discipline and 60 ECTS for the philosophical reflection of your field.

Master X	<b>Master PSH</b>
1 (of 2) year X	1 year X
	<b>1 year Philosophy of X</b>

The philosophy part of the programme consists of three core modules of 10 ECTS each, two individual tutorials of 5 ECTS each and a 15 ECTS Master thesis. For administrative reasons, two of the 10 ECTS courses are split in two; but they have to be taken as a single course. An Academic Philosophical Writing course of 5 ECTS is also part of the programme; it is connected to the first part of the introductory course in year 1.

**Year one**

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Philosophy of your Discipline: Introduction		Philosophy of your Discipline: Specialization	
88 (10 ECTS)		89 (10 ECTS)	

Academic Philosophical Writing		Tutorial 1	
<b>85</b> (5 ECTS)		<b>105</b> (5 ECTS)	

## Year two

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
History of science I	History of science II	Master's thesis course and thesis	
<b>86</b> (5 ECTS)	<b>87</b> (5 ECTS)	<b>54, 55, 57</b> (15 ECTS)	
	Tutorial 2		
	<b>106</b> (5 ECTS)		

You can also choose to take all the philosophy course units in one year.

### Core Modules

Central topics in the Introduction course are the nature of scientific knowledge, confirmation theory, progress in science, and the use of scientific knowledge in shaping our world and self-image. In the course you will familiarize yourself with the methodology of philosophy, and practice how to read and write philosophical texts.

The Specialization course will give you the tools you need for doing 'philosophy of' your own specific scientific or scholarly discipline. The covered topics will depend on your disciplinary background. Examples may include semantics of scientific theories, laws, causes, mechanisms, types of explanation, models, abstraction and idealization, natural kinds, agency, levels of representation.

In History of Science I you will study some important moments in the history of science from Descartes to Darwin, that is from the seventeenth to the nineteenth century, focusing in particular on the life and natural sciences. In History of Science II you will study Darwin and Darwinianism, and closely read parts of Darwin's *On the Origin of Species*.

### Tutorials

A tutorial is a course unit in which you independently study a specific topic related to the philosophy of your scientific or scholarly discipline, under the guidance of a lecturer specialized in the area. There are no fixed classes and schedules; you need to contact a lecturer in your specific area of interest. Here is a non-exhaustive list of possible supervisors.

<b>Natural sciences</b>	Henderson, Keijzer, Romeijn, de Canson
<b>Life sciences</b>	Keijzer, Romeijn, Eronen, Romero, de Canson
<b>Economic and social sciences</b>	Hindriks, Stahl, Schmidt, Knowles, Herzog, Romeijn, de Canson, Eronen, Brandenburg, Veluwenkamp
<b>History of science / philosophy of science</b>	Nauta, Adriaenssen, Lenz, Reichl, Sangiacomo, Van Mazijk
<b>Arts and culture</b>	Stahl, Evers, Reichl
<b>Political science</b>	Herzog, Stahl, Schmidt, Hindriks, Georgescu
<b>Cognitive sciences</b>	Keijzer, Romero, Eronen, Kooi, Romeijn, Van Mazijk, Henderson, Brandenburg

The structure of the tutorial and the assignments can be agreed upon with the supervisor. Here is one suggestion of a possible structure:

1. Orientation meeting to determine interests and reading.
2. Essay of 2,500 words summarizing a book or set of articles.
3. Discussion of essay and selection of specific topic and literature.
4. Essay of 2,500 words arguing for a particular point of view.
5. Final discussion and evaluation.

During stage 2 and 4 the student can come in for consultation once.

Students will be provided with a list of possible tutorial topics at the start of the year. Please contact the supervisor of the topic you are interested in to discuss the topic and literature in more detail.

#### Academic Philosophical Writing

In the Academic Philosophical Writing course you will learn the main principles of academic philosophical writing and you will be able to distinguish between the scope, aims and methods of philosophy and those of your scientific or scholarly discipline. You will integrate the main principles of philosophical writing in a self-written philosophical paper and will peer-review the work of fellow students.

#### 12.5 Master's thesis course and thesis

The (mandatory) thesis for the Master's degree in Philosophy, Science and Humanities has a student workload of 15 ECTS credit points and must be no more than 12,000 words in length, including notes and excluding the list of sources used.

The (mandatory) Thesis Course is offered in both Semester I and Semester II. Please note that each edition of the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss



any announcement about this meeting, it is important to timely enroll for the Master's thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second / fourth quarter.

In the Master's thesis, you demonstrate

- your ability to carry out research independently in the field the philosophy of your scientific or scholarly discipline, and to produce a written report of the research
- that you possess sufficient knowledge, understanding and skills in the field of the philosophy of scientific or scholarly discipline to take part independently in an academic discussion
- your ability to formulate and delineate a problem
- your ability to gather, study, evaluate and organize relevant material
- your ability to choose and justify an appropriate research method
- your ability to formulate a clear and systematic argument
- your ability to apply bibliographical skills
- your ability to draw conclusions from their own research
- your ability to make a contribution to the discipline
- your ability to communicate orally about the various aspects of the thesis.

A substantial part of the thesis must deal with a subject from your scientific or scholarly discipline. The thesis must also contain a full-fledged philosophical argument.

### **Thesis protocol**

For detailed information on the requirements for the Master's thesis and the graduation procedure, see the Protocol Master's Thesis on the Student Portal (under Study Info the section Student Regulations).

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## 13 Master Educatie in de mens- en maatschappijwetenschappen - Filosofie

### 13.1 Inleiding

De masteropleiding Educatie in de mens- en maatschappij- wetenschappen - Filosofie is een tweejarige opleiding (120 ECTS). De master bestaat enerzijds uit een inhoudelijk filosofisch programma van 60 ECTS dat wordt verzorgd door de faculteit en anderzijds uit een traject van 60 ECTS dat onder verantwoordelijkheid van de lerarenopleiding van de RUG valt. Met het behalen van deze master heb je zowel een Mastergraad in de filosofie als een eerstegraads onderwijsbevoegdheid voor het schoolvak filosofie (havo, vwo) in handen.

Dit hoofdstuk bevat gedetailleerde informatie over de doelstellingen, eindkwalificaties en opbouw van de masteropleiding Educatie in de mens- en maatschappij- wetenschappen - Filosofie.

### 13.2 Toelating

Toelating is mogelijk na het behalen van een bachelor Filosofie. Studenten met een bachelor Filosofie van een bepaald wetenschapsgebied moeten eerst aan aanvullende eisen voldoen. Zij moeten tenminste 30 ECTS aan extra vakken volgen van vakken van niveau 2 of 3. Het extra te behalen vakkenpakket wordt in overleg met de studieadviseur vastgesteld door de toelatingscommissie.

### 13.3 Opbouw van het onderwijsprogramma

Het eerste jaar van de opleiding komt overeen met het programma van de eenjarige masteropleiding Filosofie (zie Hoofdstuk 10, p. 59 e.v.), behalve dat twee vakken (2 x 5 ECTS) van de master vervangen zijn door de onderdelen 'Basiscursus Master Lerarenopleiding' (5 ECTS) en 'Masterstage 1 Leraar filosofie' (5 ECTS). Deze dienen gelijktijdig gevolgd te worden. De student bepaalt zelf welke vakken van de master Filosofie een jaar later gevolgd worden. Het tweede jaar is gericht op het via de praktijk verwerven van didactische principes en vaardigheden, het 'Werken-Leren traject' (50 ECTS). Tevens worden in dat jaar alsnog de twee overgebleven mastervakken (samen 10 ECTS) afgerond.

Het vakinhoudelijke, filosofische deel van het programma - dat is bijna het gehele eerste jaar - wordt verzorgd door de Faculteit Wijsbegeerte. De Lerarenopleiding verzorgt het didactische deel, de lerarenopleiding. Dat is bijna het gehele tweede jaar van deze master. Het is ook mogelijk om de (eenjarige) lerarenopleiding te volgen na het behalen van de Master Filosofie. Neem hierover contact op met de studieadviseur van de lerarenopleiding.

Voor meer informatie over de Masteropleiding Educatie in de mens- en maatschappij-

wetenschappen - Filosofie zie de studentportal:

<https://student.portal.rug.nl/infonet/studenten/gmw/studyinfo/masters/lerarenopleiding/>

De studieadviseur van de lerarenopleiding is:

Anna Verkade

Tel. +31 50 36 38338

[a.t.verkade@rug.nl](mailto:a.t.verkade@rug.nl)

De vakdidacticus voor de lerarenopleiding Filosofie is:

Eva-Anne le Coultre

tel.: 050 - 363 6612

[e.a.le.coultre@rug.nl](mailto:e.a.le.coultre@rug.nl)

Universitaire Lerarenopleiding

Bezoekadres:

Grote Kruisstraat 2/1 - Muntinggebouw

9712 TS Groningen

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## 14 Graduate School of Philosophy

The Graduate School of Philosophy consists of

### 1. The Research Master's degree programme Philosophy

This programme has been officially accredited by the Accreditation Organization of the Netherlands and Flanders. The two-year long programme is designed to prepare talented students (with a bachelor's degree) for a PhD and an academic career. The programme emphasizes methodological skills, encourages interdisciplinary approaches, and provides the student with ample opportunity to pursue his or her particular interests in small groups and/or individual tutorials. Each year, three PhD positions (3 years) will become available for students who finish the Research Master Programme.

### 2. The PhD-programme

The PhD-programme is highly selective and admission is based on excellent performance in the course of one's studies. Admission is open only to students who have successfully completed the Faculty's Research Master programme. Each year, the best students will be selected for a 3-year PhD position, which is a paid position, resulting in the completion of a dissertation. From time to time a PhD position may also be fulfilled by a student who has completed a 1-year Master programme at our Faculty, or by someone from inside or outside the RUG, who brings his/her own funding. In all cases, outstanding performance and scholarly ambition are essential requirements.

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# 15 Research Master Philosophy

## 15.1 Introduction

This chapter concerns the aims and objectives of the Research Master programme and gives an overview of the programme details.

## 15.2 Aims and objectives of the programme

The degree programme is designed to:

- impart comprehensive knowledge, insight and skills in one of the fields of research and study of the Faculty;
- prepare for the profession of academic researcher.

The aim of the Research Master is to prepare students for doing philosophical research, in particular preparing and writing a PhD thesis in one of the areas of specialisation offered by the departments. From this general goal a number of learning outcomes follow to be achieved by the students of the programme:

### *Knowledge and understanding*

Graduates of the programme have:

1. an overview of important systematic and historical issues in philosophy, and advanced knowledge of important issues in their area of specialisation;
2. a thorough mastery of the methodology appropriate to their area of specialisation;
3. knowledge of important developments in other scientific fields or cultural fields if these are relevant to their area of specialisation.

### *Applying knowledge and understanding*

Graduates of the programme are able to:

4. formulate clear and innovative research questions that are grounded in the latest developments in their area of specialisation;
5. integrate philosophical research and developments in other scientific fields if these are relevant to their area of specialisation;
6. carry out the full process of scientific research, including reporting on the results of their research in a largely self-directed manner.

### *Making judgements*

Graduates of the programme are:

7. trained in careful reasoning and writing about (complex) philosophical topics generally, including topics of social and ethical significance;
8. able to reflect critically on ethical implications of philosophical and non-

philosophical ideas;

9. aware of the ethics of academic research.

### *Communication*

Graduates of the programme are able to:

10. report on their research and other topics for specialists and non-specialists alike;
11. write and speak clearly and unambiguously in the English language on their research and wider topics.

### *Learning skills*

Graduates of the programme have:

12. the ability to find relevant sources and information;
13. the skills required for further study in a largely self-directed or autonomous manner;
14. acquired a general work attitude required for membership of a research team or professional work environment outside academia.

The Philosophy Faculty consists of three departments which are the units of education and research within the faculty:

1. History of Philosophy (specialization: history of philosophy in particular medieval, early modern and modern philosophy);
2. Ethics, Social and Political Philosophy (specialization: ethics, social philosophy, political philosophy);
3. Theoretical Philosophy (specialization: logic, epistemology, philosophy of science, philosophy of mind).

## **15.3 Admission**

### Previous education

We expect a Bachelor's degree in philosophy or philosophy of a specific scientific discipline, or a degree which the admissions board considers to be equivalent.

### Admission file and interview

Once we have received your application and all required documents, the admissions board will evaluate your file. Applicants may subsequently be invited for an interview (possibly via Skype). In any case, you will hear from us no later than one month after the application deadline.

We require the following documents in your application file:

- Motivation letter: the student should explain why he or she wishes to take part in our programme and what he or she expects from it.

- Two reference letters: these letters should be written by instructors who know the student and should describe the student's past performance and academic promise.
- Copy of bachelor diploma or proof of enrolment including expected graduation date
- Curriculum Vitae (CV)
- Writing sample: This can be the student's Bachelor thesis or a paper he or she has written for a philosophy course.
- Academic transcript: We expect applicants to have a mean score of at least 7.5 (corresponding roughly to an A-/B+ in the US system) for relevant courses. If the programme involved a thesis, it also must have received at least an 8.
- Proof of English proficiency: you will need to prove your proficiency in English by means of one of the following tests (the test cannot be older than two years):
  - IELTS, minimum overall score 7.0 with no band lower than 6.5
  - TOEFL 100 (section scores Reading 22, Listening 22, Speaking 26, Writing 24)
 Please ask the ETS to send us the test score report using institution code 7191. This requirement does not apply if you:
  - are a native speaker and completed secondary education in any one of the following countries: Canada, USA, UK, Ireland, New Zealand, Australia
  - have completed your bachelor education in any one of the following countries: Canada, USA, UK, Ireland, New Zealand, Australia

#### Admissions Board

The Admissions Board consists of three members selected by and from the degree programme's teaching staff. Admissions Board members are Prof. Dr F. Hindriks, Dr D. Evers, Dr L. Henderson (chair). The study advisor (Janine Weeting) is a consultative member of the Board and she also acts as its secretary. She is the first point of contact for questions about the programme.

E-mail <fil-study-advisor@rug.nl> or phone +31 (0)50 363 6161.

Address of the Admissions Board:

Oude Boteringestraat 52, 9712 GL Groningen, the Netherlands.

#### Application deadlines

Students can begin the degree programme either on 1 September or, less preferably, 1 February. (Given the structure of the programme it is definitely better to start on Sept 1<sup>st</sup>.) Applications for admission must be submitted to the Admissions Board before 1 April (non-EU) 1 May (EU) for enrolment in the first semester, and before 1 November (EU- and non EU-students) for enrolment in the second semester.

#### 15.4 Programme overview

The study has a study load of two years, or 120 ECTS. Most courses have a study load of 5 or 10 ECTS.

## Programme overview

Semester 1		Semester 2
Year 1	Core Issues I-II (10 ECTS) <b>11,12</b> Specialization I (10 ECTS)	Core Issues III-IV (10 ECTS) <b>13,14</b> Specialization III
		Specialization II (10 ECTS)*
	Research in practice I (10 ECTS) <b>92</b>	
Year 2	Term abroad (30 ECTS)** <b>101</b>	RM thesis course and thesis (25 ECTS) <b>58</b> Research in practice II <b>93</b> (5 ECTS)

\*) The first part of the specialization course is in the first semester, the second part is in the second semester.

\*\*) Students may also choose a 15 ECTS term abroad complemented with 15 ECTS electives.

NB. Above is a schematic rendering of the structure of the programme. Students can also choose to divide the workload differently as long as the compulsory course units are taken in their first year.

See p. 14 for details of the academic calendar. In general, course duration is a quarter. Course schedules are available from the faculty office.

Detailed information on all courses of the faculty is available on the internet:  
[www.rug.nl/ocasys/filosofie/main/](http://www.rug.nl/ocasys/filosofie/main/)

## 15.5 Programme details

### First Year

#### Start of the Programme

At the start of the programme students choose an area of specialization in consultation with the coordinator of the programme. The student must submit an individual study programme for approval to the programme coordinator, the study advisor and his or her individual tutor. The programme design will be assessed for its coherence and must meet in any case the programme set up and requirements listed below.

Students who wish to depart from the rules of the programme should contact the study advisor, and the Board of Examiners. In some cases, the Board may give permission to follow a so-called 'free programme'.



## **Tutoring**

### **Tutor**

At the beginning of the year, the programme coordinator organizes an introductory meeting for all new students where they will be assigned an individual tutor. The tutor counsels students on the choices for their individual study programme, such as specialization courses, foreign visit, the choice of a master thesis topic and supervisor and stimulates active participation in research seminars. The student and tutor meet on a regular basis, at least four times a year.

### **Study advisor**

The study advisor advises all students, including Research Master students. Students can contact the study advisor with questions concerning the organisation of their education including the programme, specializations and study skills for instance. The study advisor can also advise and support students in more personal matters. The study advisor is also the contact person for the application of a Graduation Fund in the event of unavoidable study interruptions. The study advisor is also responsible for the evaluation of the students' progress and will draw up an evaluation at the end of the first year together with the tutor.

### **Master thesis supervisor**

Once the student has decided on his Master thesis topic and has found a supervisor for the thesis, the student can ask the Master thesis supervisor to take over the role of the tutor.

### **Programme coordinator**

The programme coordinator (dr. Daan Evers) is responsible for planning and monitoring the programme. At the start of the programme however, the programme coordinator assists students in choosing their area of specialization. Together with the tutor and study advisor, the programme coordinator judges the individual study programme on the basis of its coherence.

### **Core Issues**

The four Core Issues courses of the Research Master are devoted to four central themes in philosophical research. The aim of these courses is to familiarize students with pivotal texts and ideas in central areas of philosophy. In addition to this, the Core Issues courses enable the students to develop skills in different styles and methods of doing philosophy. The courses put an emphasis on contemporary debates. These courses are developed especially for Research Master students and are open to them only. As all students follow all four of them they provide a forum in which students with research ambitions can interact with one another.

### Specialization courses (3 x 10 ECTS)

A specialization consists of a philosophy Master's course (5 ECTS) and a tutorial (5 ECTS). A tutorial is a research paper that the student writes under supervision of the lecturer of the course. Within each specialization at least four courses are offered. Students choose three specialization courses, of which at least two are within their own area of specialization: history of philosophy, theoretical philosophy, or ethics, social and political philosophy. The first part of the specialization courses (the Master course) is open to all Master students of the Faculty, the second part of the specialization course (the tutorial part) is open to Research Master students only. In the first part of the specialization course students write a paper on one of the topics covered in the course. In the second part of the specialization course students develop their paper into a longer research paper. During (individual) guided writing instructions students are provided with feedback on their research papers.

We advise to complete the tutorial within a reasonable time after the course has been completed to prevent an accumulation of the workload at the end of the programme!!

### Research in Practice I

This component of the Research Master helps to develop skills essential for research, such as writing academic English, presenting research and giving and receiving feedback on presentations. There will also be sessions on research ethics and academic integrity, and students attend departmental research seminars.

Research in Practice I involves a selection of separate skill trainings, either by external institutions or by the Graduate School Philosophy itself. Meetings are compulsory. (The trainings within Research in Practice I are primarily organized for Research Master students but will also be open for PhD students if it fits their training programme.)

Coordinator: Dr Daan Evers.

### Overview of Master courses

Detailed information on the courses can be found in Chapter 19 'Course units'. The numbers in the table correspond with the numbers in that chapter.

Quarter		Number
<b>Core issues (Mandatory)</b>		
1	Core Issues : AI, Epistemology and Ethics	<b>11</b>
2	Core Issues : Philosophy and its Past	<b>12</b>
3	Core Issues : Social Ontology and Collective Ethics	<b>14</b>
4	Core Issues : Philosophy of Language	<b>13</b>

<b>Electives History of Philosophy</b>		
1	Zhuangzi's Daoism	109
1	Kant's Revolution in Philosophy	46
2	What is Thinking?	107
2	History of Science II: Intervention, Control and Scientific Error	87
3	Philosophy of Death	71
3	The Crisis of European Sciences	102
3	Indian Philosophy: Consciousness	15
4	Latin American Philosophy: Philosophy of Liberation	47
<b>Electives Ethics, Social and Political Philosophy</b>		
1	Arguing about Taste	5
1	Hegel's Philosophy of Right	36
2	Marx and Contemporary Philosophy	53
3	Advanced Metaethics	2
3	Consequentialism	16
3	Social Contract Theory	99
4	Autonomy, Authenticity, and the Brain	7
4	Human Rights and Minority Rights	43
<b>Electives Theoretical Philosophy</b>		
1	Loopy Minds and 4E	50
1	Epistemic Logic	20
2	Philosophy of Neuroscience	74
2	Philosophy of Climate Change	70
2	Logical Aspects of Multi-agent Systems (F. Science & Engineering, AI)	FSE
3	Feminist Epistemology	29
3	Philosophy of Argument	28
4	Social Epistemology of Science	100

Courses that are scheduled in the fourth quarter can be extended to a 10 ECTS specialization course. However, students are advised to consult the lecturer at an early stage about the planning of the tutorial part.

## Second Year

### Term Abroad (30 ECTS)

Dutch students in the Research Master programme are required to do part of their coursework at a university outside of the Netherlands. The courses taken abroad are master courses and are compatible with the research interests of the student and his/her study programme. Students must seek advice and secure written permission from their tutor and the student advisor for their choice of a university and the courses they intend to take. It is recommended that students choose a university and start

preparing their term abroad as soon as possible after their enrollment. Students may also choose a 15 ECTS term abroad complemented with 15 ECTS electives.

Dutch students who wish to take courses at other Dutch universities instead of going abroad must seek the permission of the Board of Examiners. Students from abroad may take courses within the Faculty, at another university in the Netherlands, but may (upon consultation with their tutor) also decide for a semester abroad. It is recommended that students choose a university with which members of the faculty have well established contacts. The faculty currently has Erasmus+ exchange agreements with:

- Universiteit van Gent, (België)
- KU Leuven (België)
- Humboldt Universität Berlin (Duitsland)
- Universität Würzburg (Duitsland)
- Ludwig-Maximilians-Universität München (Duitsland)
- University of Tartu (Estland)
- Central European University Budapest (Hongarije)
- University of St. Andrews (VK)
- Durham University (VK)
- University of Bristol (VK)
- Universität Salzburg (Oostenrijk)
- Palácky Universiteit Olomouc (Tsjechië)
- Jagiellonian University Krakow (Polen)
- Universita Ca'Foscari, Venetie (Italië)
- Stockholm University (Zweden)

In addition to these Erasmus+ agreements, more cooperation agreements exist and may be used by Research Master students for a semester abroad.

We are working on additional contacts and agreements and maintaining the current ones. Please note that in all cases the situation may change on short notice. For this reason, always get in touch with the international officer ([phil.international@rug.nl](mailto:phil.international@rug.nl)) if you are planning your stay abroad.

For help deciding a destination, please consult your tutor. For additional information on the practical organisation of the term abroad: see section 3.18 on p. 30, or contact the international officer: [phil.international@rug.nl](mailto:phil.international@rug.nl)

#### Research in Practice II (5 ECTS)

This course consists of two parts: part A at the end of the first year of the RM programme, focusing on the writing of the thesis (in the form of a publishable article), and part B at the end of the second year, focusing on the writing of a research proposal for a PhD position. Questions to be discussed in Part A are: how do I find a good topic

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for my thesis? What are the criteria for a publishable article? How do I go about writing such an article? What are places to publish my work? What is the usual procedure that boards of journals employ? We will discuss some of the do's and don'ts of researching and writing an article. In Part B we will consider - in one or two sessions - several good examples of successful PhD students in the past, who will present and discuss their research proposals. In the following sessions the students will write their own proposal and present it in front of the group. After discussion and critical feedback, they revise their proposal and hand in the definitive version. The final grading will be sufficient or insufficient. The coordinator is responsible for the final grading, but each student is advised to have their proposals also read and commented on by their thesis supervisors. Usually, the proposal will take the form of an application submitted to the NWO or to a searching committee at a university that offers a PhD position. Details will be given at the start of the course, as well as the examples of successful proposals. One may get an idea by looking at [www.nwo.nl](http://www.nwo.nl), downloading relevant forms (see "veni" or "PhD's in the humanities"). Coordinator: Prof. Dr Martin Lenz.

#### Master's thesis course and thesis (25 ECTS)

The (mandatory) thesis should have the form of an independent, publishable article. In Research in Practice II (see above) students will be taught, at the end of their first year of the programme, how to choose a topic, how to carry out research and how to write an academic article. Around this time students will choose a first supervisor in the area of his/her specialization. The supervisor and the student jointly choose a second supervisor. They decide on a topic of the article. It is the supervisor's responsibility to make sure that the topic is well defined, that the deadlines are clear and that the latter are being respected.

The length, structure and style of the publishable article must reflect the norms typical of journal publications in the philosophical sub-discipline in which the student specializes. There are some obvious requirements that any publishable article must satisfy:

- It must be the result of independent research;
- it must make a relevant contribution to the field of research;
- it must respond to a clearly formulated, well circumscribed and relevant question or problem, which reflects the state of the philosophical debate;
- it displays traditional qualities of a philosophically worked-out argument such as consistency, sound analysis, coherent argumentation, etc.;
- it shows knowledge of the relevant literature;
- it contains references, quotations, and bibliographies that reflect the state of the art in the philosophical sub-discipline in which the student specializes.
- The length of the article should be ca. 8,000 words, with a max. of 12,000 (including footnotes).

The Master's thesis course is mandatory. It helps students form self-steering peer-review groups that serve to keep students on track, identify problems early and provide a support structure for students during the writing process. Successful completion of the thesis course is required for completing the Research Master's thesis. The thesis course will be offered in both Semester I and Semester II. Please note that each edition of the thesis course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second / fourth quarter.

#### Defence

Upon approval of the article by the first and second supervisor, an additional examiner will be asked to read it, and upon his/her approval the article can be defended. During the 45 minute defense, students answer the critical comments of their supervisors, the additional examiner, and other members of the Faculty.

#### **Thesis protocol**

For detailed information on the requirements for the master's thesis and the graduation procedure, see the Protocol Master's Thesis on the Student Portal (under Study Info under the section Student Regulations).

## 16 PhD Programme Philosophy

In the four year PhD degree programme, students conduct their own research while the Graduate School provides a balanced mix of expert supervision, tailor made postgraduate training and the freedom to pursue your own ideas within a relevant research theme. The results are written down in a PhD thesis (or dissertation). After a successful defence, you will be awarded with an internationally highly esteemed PhD degree.

The PhD degree programme has a duration of 4 years, which is 240 European Credits (ECTS, whereby one ECTS is equivalent to 28 hours of research or tuition). Of the 4 years, 3 and a half years (210 ECTS) are earmarked for research under supervision and a half year (a minimum of 25 ECTS and a maximum of 30 ECTS) is intended for tuition.

The programme can be followed part-time, but may not exceed a duration of 5 years in total.

As a PhD candidate you will become a member of the research community of the respective department.

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## 17 Part-time studies

### 17.1 Application and registration

Please register via Studielink ([www.studielink.nl](http://www.studielink.nl)). If you have any questions, please contact the University of Groningen Student Service Desk.

### 17.2 Tuition fees and student finance

An overview of tuition fees for the academic year 2023-2024 can be found at [www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/](http://www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/)

Part-time students are not eligible for student finance. Depending on your income, study costs may be tax deductible.

#### University of Groningen costs policy

The costs of books and materials for study are relatively low. In both the Bachelor and Master € 200,- / year is usually sufficient for compulsory books, lecture notes, manuals etc. The UG has a policy on study costs. The policy aims to control costs so that the 'study cost' component does not exceed grant/loan budgets for Dutch students. The amount that students are required to spend on study materials will therefore not exceed the government grant. The standard sum for 2022-2023 is € 904,-. Each course phase has a cost 'ceiling' (standard sum x length of course). Sometimes it is not possible to avoid going beyond the ceiling amount. In such cases it is possible to apply to the Faculty Board for reimbursement of half the extra expenditure on the basis of receipts submitted as proof. Sometimes another arrangement may be possible. Students can obtain information on the cost policy at Frequently Asked Questions on [/myuniversity](http://myuniversity). They can also visit Information Services or their study advisor.

### 17.3 Part-time Master's programme Philosophy

#### Duration

1.5 to 2 years (over 30 ECTS per year on average)

#### Admission requirements

The Master's degree programme in Philosophy is open to students with a Bachelor's degree in Philosophy or the Philosophy of a Specific Discipline.

#### Structure

The part-time variant of the Master's degree programme in Philosophy is identical to the full-time variant. Please refer to the relevant section in this Study Guide.

The Teaching and Examination Regulations for the Master's degree programme in Philosophy can be found on the Faculty website.



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## **17.4 Part-time Master's degree programme in Philosophy, Science and Humanities**

### Duration

3 to 4 years (over 30 ECTS per year on average); 1.5 to 2 years if exemption has been granted for the non-philosophical part. Exemptions can be granted on the basis of 60 ECTS earned in a university Master's degree programme in the relevant discipline.

### Admission requirements

The degree programme is open to students with a Bachelor's degree in the Philosophy of a Specific Discipline or an equivalent programme.

### Structure

The part-time variant of the Master's degree programme in the Philosophy of a Specific Discipline is identical to the full-time variant. Please refer to the relevant section in this Study Guide.

The Teaching and Examination Regulations for the Master's degree programme in the Philosophy of a Specific Discipline can be found on the Faculty website.

## **17.5 Part-time Research Master's programme in Philosophy**

### Duration

3 to 4 years (over 30 ECTS per year on average)

### Admission requirements

Students need proof of admission to be admitted to the programme. There is a special Admissions Board, and admission requirements apply, for example in terms of prior degrees (content, level, average mark) and English proficiency.

Suitable prior degrees include a Bachelor's degree in Philosophy or the Philosophy of a Specific Discipline, or an equivalent Dutch or foreign degree. Additional requirements may be set in the latter two cases.

This is an English-taught degree programme. Non-native speakers of English must therefore take a TOEFL, IELTS or equivalent test.

### Structure

The part-time variant of the Research Master's programme in Philosophy is identical to the full-time variant. Please refer to the relevant section in this Study Guide.

The Teaching and Examination Regulations and the Assessment Plan for the Research Master's degree programme in Philosophy can be found on the Faculty website.

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## 18 Teaching and Examination Regulations, Rules and Regulations of the Board of Examiners, Student Charter

### 18.1 Teaching and Examination Regulations and Assessment Plan

The Teaching and Examination Regulations for the Bachelor's and Master's degree programmes offered by the Faculty of Philosophy, which accompany this Study Guide, can be found on the website of the Faculty of Philosophy:

<http://student.portal.rug.nl/infonet/studenten/wijsbegeerte/regelingen/oer/>.

The Assessment Plan can be found on the website of the Faculty of Philosophy:

<https://student.portal.rug.nl/infonet/studenten/wijsbegeerte/regelingen/>.

### 18.2 Rules and Regulations of the Board of Examiners

The Rules and Regulations of the Board of Examiners of the Faculty of Philosophy, which accompany this Study Guide, can be found on the website of the Faculty of Philosophy: <http://myuniversity.rug.nl/infonet/studenten/wijsbegeerte/regelingen/>

### 18.3 Student Charter

The Student Charter provides an overview of the rights and obligations of both students and the University. It is based on national legislation, in particular the Higher Education and Research Act (WHW, Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereinafter also referred to as 'the Act'), supplemented by regulations that are specific to the University of Groningen. The University of Groningen-specific regulations are set out in the appendices to the Student Charter. Thus the Student Charter is not a law-creating document but purely a description of the legal position of both students and the University. In the event that the Student Charter contains information that deviates from legislation or regulations referred to, the legislation or regulations in question will prevail over the Student Charter text.

The Act stipulates that the Student Charter must comprise two sections: a University-wide section and a programme-specific section.

The University-wide section describes the rights and obligations that apply to the University as a whole, such as registration and protection of rights.

The programme-specific sections describe the rights and obligations that apply to specific degree programmes. These sections include the Teaching and Examination Regulations (OER), Rules and Regulations for examinations and final assessments, and other regulations and provisions set by the various degree programmes. The programme-specific section can be consulted at the Faculty's Education Office and is included in the Faculty's study guides.

The University-wide section of the Student Charter does not literally quote the articles from acts and regulations but describes them as clearly as possible. The various topics are accompanied by links to the relevant articles of the Act or regulations in question.

The regulations in the appendices to the Student Charter and your degree programme's Teaching and Examination Regulations will provide you with the most accurate information about your rights and obligations.

**Publication**

At the start of the academic year, all students will be sent an email by the Board of the University drawing their attention to the Student Charter, where it can be found on the website, and where they can view a hard copy.

**Validity**

The Student Charter applies to academic year 2023-2024. The University-wide section of the Charter is drawn up each year by the Board of the University, and is approved by the University Council. In the event that the Charter challenges or contradicts any statutory regulations, the statutory regulations will take precedence.

The Student Charter can be found here: [www.rug.nl/about-us/organization/rules-and-regulations/onderwijs/studentenstatuut/](http://www.rug.nl/about-us/organization/rules-and-regulations/onderwijs/studentenstatuut/)

## 19 Studieonderdelen / Course units

The course descriptions below correspond to those in the online course catalogue Ocasys.

### 1. ACADEMISCHE VAARDIGHEDEN

**vakcode** FIPRACT

**doel** De eerstejaarsvakken hebben wekelijkse practica, die tot doel hebben de academische vaardigheden van studenten te verbeteren, en leergemeenschappen te vormen in het eerstejaar. De practica sluiten qua inhoud aan bij de eerstejaarsvakken, en succesvolle deelname is verplicht om de eerstejaarsvakken te kunnen halen.

Studenten worden ingeschreven voor de nestorpagina van de practica door de practicum-coördinator (Job de Grefte). Opdrachten en planning voor de practica worden via deze nestorpagina gecommuniceerd.

**inhoud** Geen

**coördinator** Y. Karseboom, MA

**docent** Geen

**programma** Bachelor Filosofie

**fase** Bachelor

**periode** Semester I, II

**studielast** -

**literatuur** • Geen literatuur

**taal** Nederlands

### 2. ADVANCED METAETHICS

**code** FI234ES

**objectives** Substantive knowledge of forms of expressivism and relativism in contemporary metaethics, the ability to discuss these and to analyse and criticize arguments and theories in written assignments.

**contents** According to expressivists, the role of moral language is to express our emotions and desires. According to relativists, the truth of a moral claim is determined by the standards of the person speaking or judging it. These views have similar metaphysical and psychological commitments, but they are not the same. In this course we explore the differences between these views and their advantages and disadvantages. We do this on the basis of recent articles.

**coördinator** prof dr B. Streumer

**lecturer** dr H.W.A. Evers, prof dr B. Streumer

**programme** Ma Philosophy, Ma Philosophy and Education, Msc Philosophy, Politics and Economics, Researchmaster Philosophy, Master Exchange Courses

**phase** Master

**period** Semester II a

**credits** 5 EC

**literature** • Literature will be specified in the syllabus.

<b>language</b>	English
<b>format</b>	Lectures, seminars
<b>assessment</b>	Written assignments, tba
<b>prerequisites</b>	Metaethics or Arguing about Taste (or an equivalent)

### 3. ANALYTIC EXISTENTIALISM

**code** FI183FR

**objectives** This course will help you develop the following:

- familiarity with the basic themes of existential philosophy
- familiarity with contributions that analytic philosophers have made to the discussion of existential questions
- ability to extract arguments from texts and assess them critically
- ability to formulate philosophical arguments concisely in written format
- skills to engage in constructive and respectful philosophical discussions

**contents** Does life have meaning? What should be our attitude towards our own mortality? Should we be cheerful, gloomy, or indifferent to our condition? Philosophers call these big, difficult questions "existential questions." In this course, we study some of the contributions that analytic philosophers have made to their study.

Existentialism is predominantly in the domain of continental philosophy. Nonetheless, analytic philosophers have not been entirely silent about existential questions. While the labels "continental" and "analytic" are contentious, this course covers a set of readings on what we can call "analytic existentialism": the application of the rigorous methodological approach of analytic philosophy to the study of existential matters. This approach involves analyzing arguments with strict attention to their logical structure, employing tools from decision theory, and empirical findings. (By contrast, most existentialist work in the continental tradition is less focused on technical rigor and tends to be more literary and impressionistic.)

We will cover seven major topics in the course: the meaning of life, creating people, transformative experiences, death, immortality and future generations.

<b>coördinator</b>	dr C.F. Romero
<b>lecturer</b>	dr C.F. Romero
<b>programme</b>	Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• All the required readings will be available via the library</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture, Seminar/Tutorial
<b>assessment</b>	Weekly assignments, discussion board participation, final exam
<b>prerequisites</b>	None

#### 4. ANCIENT BUDDHIST PHILOSOPHY: FRIENDLINESS & FREEDOM

<b>code</b>	FI213AS
<b>objectives</b>	<p>1) Gaining familiarity with some of the main tenets of ancient Buddhist philosophy (as conveyed in the Pāli discourses of the Buddha), especially concerning issues in moral and practical philosophy.</p> <p>2) Learning how to read, interpret and philosophically analyze ancient Buddhist texts (in English translation).</p> <p>3) Develop a meta-cognitive reflection on one's own learning process, by using the materials studied not only to deepen their intended meaning, but also to reflect on one's own attitudes and assumptions concerning both the materials themselves, and experience in general.</p>
<b>contents</b>	<p>Friendliness (mettā in Pāli) is an emotional and intentional attitude of good-will and non-aversion towards all sentient beings, including oneself. It is rooted in both feeling and understanding. In the Pāli discourses of the Buddha (originally composed in India around the fourth century BCE), friendliness is repeatedly stressed and encouraged for its numerous benefits. It supports and develops a form of emotional intelligence and provides an ideal pathway to explore deeper aspects of one's experience and their philosophical implications. This course explores how the topic of friendliness is presented in the Pāli discourses in the broader context of the Buddha's teaching, and uses friendliness as a red thread to unpack and explore the meaning and implications of that teaching. In doing so, the course aims to create a virtuous circle between close reading of selected texts (in English translation) from the Buddha's early discourses, philosophical reflection and analysis, and a more deliberate and meditative attitude of relating the phenomena described in the texts with one's own experience and understanding.</p>
<b>coördinator</b>	dr A. Sangiacomo
<b>lecturer</b>	dr A. Sangiacomo
<b>programme</b>	Ba Philosophy, Bachelor Exchange Courses
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• A. Sangiacomo, Groningen: University of Groningen Press, 2022 open access: <a href="https://doi.org/10.21827/618a51bdd618">https://doi.org/10.21827/618a51bdd618</a>, An Introduction to Friendliness (mettā). Emotional Intelligence and Freedom in the Pāli discourses of the Buddha</li> </ul>
<b>language</b>	English
<b>format</b>	Lectures
<b>assessment</b>	Weekly reports, and final written exam
<b>prerequisites</b>	Ideally (but not necessary), attendance of GF6: Global Hermeneutics

#### 5. ARGUING ABOUT TASTE

<b>code</b>	FI174AT
<b>objectives</b>	<p>Knowledge of ideas about the nature and language of beauty and other aesthetic properties, with a focus on contemporary analytic philosophy. Ability to reflect critically on the issues in written assignments and</p>

discussion.

<b>contents</b>	What is the nature of beauty and other aesthetic properties? Are they objective or subjective? Why do we argue about the quality of art? Can you know that a painting is beautiful if you haven't seen it yourself?
<b>coördinator</b>	dr H.W.A. Evers
<b>lecturer</b>	dr H.W.A. Evers
<b>programme</b>	Reading will be announced in the syllabus, Master Exchange Courses, Ma Philosophy and Education, Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Reading will be announced in the syllabus</li> </ul>
<b>language</b>	English
<b>format</b>	Lectures, seminars
<b>assessment</b>	Essay, possibly additional assignments
<b>prerequisites</b>	Ethiek 1 or comparable introduction to ethics or metaethics

## 6. ASIAN PHILOSOPHICAL TRADITIONS

<b>code</b>	FI133PB
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Understanding the historical development of the main Asian philosophical traditions</li> <li>- Getting acquainted with different forms of argumentation in classical Asian texts</li> <li>- Thinking critically about the position of European philosophy and its relationship with different philosophical traditions</li> </ul>
<b>contents</b>	<p>This course offers an introduction to the main philosophical traditions of Asia, including Indian, Chinese and Japanese philosophy. The first lectures deal with the backgrounds and characteristics of Indian philosophy. We will focus on the Upanishads, the philosophy of the Buddha, and the classical Hindu schools of philosophy. Then, the course will discuss the philosophical traditions of China. We will study the ethical theories of the Confucians and the Taoists, and the political philosophy of the Mohists. Next, we will focus on the development of Zen in Japan. The course concludes with a discussion about comparative philosophy: (how) can we compare ideas from different philosophical traditions, and which roles can these traditions play in contemporary philosophy?</p>
<b>coördinator</b>	Lucas den Boer
<b>lecturer</b>	Lucas den Boer
<b>programme</b>	Bachelor Exchange Courses Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• S. Hamilton, Indian Philosophy: A Very Short Introduction (paperback version) ( 10: 0192853740 // 13: 978-0192853745 ), +/- € 11,00</li> </ul>

- B. van Norden, Introduction to Classical Chinese Philosophy (10: 9781603844680 // 13: 978-1603844680 ), +/- € 25,00

<b>language</b>	English
<b>format</b>	Lecture, discussion
<b>assessment</b>	Mandatory attendance, written assignment Digital exam with open questions
<b>prerequisites</b>	None
<b>remarks</b>	Voor dit vak gelden geen beperkende regels m.b.t. het aantal vakken dat binnen een vakgroep gekozen kan worden. Ook wie het maximale aantal vakken van de vakgroep 'Geschiedenis van de filosofie' reeds gevolgd heeft, kan dit vak opnemen in de keuzeruimte.

## 7. AUTONOMY, AUTHENTICITY, AND THE BRAIN

<b>code</b>	FI224AA
<b>objectives</b>	The aim of this course is for students to: <ul style="list-style-type: none"> <li>- understand the rise, scope, and definition of neuroethics</li> <li>- be familiar with a number of neuroethical debates</li> <li>- be able to grasp and clearly articulate what is at stake in these debates</li> <li>- be able to constructively engage with these debates</li> <li>- be equipped with the tools for approaching other neuroethical issues</li> </ul>
<b>contents</b>	This course is concerned with the ethical implications of our increasing understanding of the brain and cognition. We zoom in on a number of specific neuroethical debates. Among these are: the neurological basis of moral decision-making, the impact of neuroscientific knowledge on criminal justice, the ethics of cognitive enhancement, authenticity and deep brain stimulation, and the impact of brain based disease models on identity and the self.
<b>coördinator</b>	dr D.D. Brandenburg
<b>lecturer</b>	dr D.D. Brandenburg
<b>programme</b>	Ma Philosophy, Master Exchange Courses, Ma Philosophy and Education, Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• No literature</li> </ul>
<b>language</b>	English
<b>prerequisites</b>	Introduction to Ethics

## 8. BACHELOR'S THESIS COURSE 1

<b>code</b>	FI133SC1
<b>objectives</b>	After the module, students should be able: <ol style="list-style-type: none"> <li>(a) to formulate a research question in philosophy, or in the philosophy of a specific discipline;</li> <li>(b) to delineate the research question such that it can be answered within time and word limits;</li> <li>(c) to independently do research under the supervision of a staff member;</li> </ol>



	(d) to find and study relevant literature;
	(e) to write a thesis presenting the research results, following guidelines dealing with use of source material, construction, paragraphing, writing for an audience, readability, writing style, spelling, clarity and the finishing touches;
	(f) to explain and critically evaluate theories and positions;
	(g) to apply bibliographic skills;
	(h) and to communicate orally on the various aspects of the thesis.
<b>contents</b>	In groups of about 15 persons, under guidance of a student assistant, participants give each other feedback on work in progress. After the process of peer-review, which is aimed at improving the thesis in its structure, grammar and spelling, the draft will be submitted to the supervisor. This is a staff member responsible for supervising the student with regard to the content of the thesis. The various aspects of doing research and writing a thesis shall be dealt with, such as: How to develop an appropriate research question? Where to find the relevant literature? How to explain philosophical jargon? How to develop a practical planning?
<b>coördinator</b>	Y. Karseboom MA
<b>lecturer</b>	Y. Karseboom MA
<b>programme</b>	Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I
<b>credits</b>	-
<b>literature</b>	<ul style="list-style-type: none"> <li>• A reader will be made available on Brightspace</li> </ul>
<b>language</b>	English, Dutch
<b>format</b>	Seminar/Workshop - 6 meetings of 2 hours in the first (Q1 + Q2) or second (Q3 + Q4) semester
<b>assessment</b>	Peer-review
<b>prerequisites</b>	Ba Philosophy of a specific discipline students need to have completed all the introductory courses (= minor philosophy courses) before the start of the thesis course. Ba Philosophy students need to have completed the first and second year of Ba Philosophy.
<b>remarks</b>	Period: The Bachelor Thesis Course is offered in both semester 1 and 2. Please note that each edition of the bachelor thesis course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to enroll for the bachelor thesis course of your choice at the beginning of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

## 9. BACHELOR'S THESIS COURSE 2

<b>code</b>	FI133SC2
<b>objectives</b>	After the module, students should be able: <ul style="list-style-type: none"> <li>(a) to formulate a research question in philosophy, or in the philosophy of a specific discipline;</li> <li>(b) to delineate the research question such that it can be answered within time and word limits;</li> </ul>

- (c) to independently do research under the supervision of a staff member;
- (d) to find and study relevant literature;
- (e) to write a thesis presenting the research results, following guidelines dealing with use of source material, construction, paragraphing, writing for an audience, readability, writing style, spelling, clarity and the finishing touches;
- (f) to explain and critically evaluate theories and positions;
- (g) to apply bibliographic skills;
- (h) and to communicate orally on the various aspects of the thesis.

**contents** In groups of about 15 persons, under guidance of a student assistant, participants give each other feedback on work in progress. After the process of peer-review, which is aimed at improving the thesis in its structure, grammar and spelling, the draft will be submitted to the supervisor. This is a staff member responsible for supervising the student with regard to the content of the thesis. The various aspects of doing research and writing a thesis shall be dealt with, such as: How to develop an appropriate research question? Where to find the relevant literature? How to explain philosophical jargon? How to develop a practical planning?

**coördinator** Y. Karseboom MA

**lecturer** Y. Karseboom MA

**programme** Ba Philosophy, Ba Philosophy of a Specific Discipline

**phase** Bachelor

**period** Semester II

**credits** -

**literature** • A reader will be made available on Brightspace

**language** English, Dutch

**format** Seminar/Tutorial

**assessment** Seminar/Workshop - 6 meetings of 2 hours in the first (Q1 + Q2) or second (Q3 + Q4) semester

**prerequisites** Ba Philosophy of a Specific Discipline students need to have completed all the introductory courses (= minor Philosophy courses) before the start of the Thesis Course. Ba Philosophy students need to have completed the first and second year of Ba Philosophy.

**remarks** Period: The Bachelor Thesis course is offered in both semester 1 and 2. Please note that each edition of the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to enroll for the Bachelor Thesis Course of your choice at the beginning of quarter 1 / quarter 3. The main writing process takes place in the second / fourth quarter.

## 10. BUITEN DE MUREN

**vakcode** FI202BM

**doel** De student:

- reflecteert op zijn interessegebieden en beroepsmogelijkheden
- verdiept zich in de aard en maatschappelijke relevantie van filosofie

- ontwikkelt interviewvaardigheden door iemand te interviewen uit een zelfgekozen beroepsveld
- ontwikkelt in groepsverband een filosofische bijdrage die iets toevoegt aan het agenderen/oplossen van een maatschappelijk vraagstuk
- is in staat de filosofische bijdrage en de inzichten van het werkproces in groepsverband te presenteren

**inhoud**

Op welke manier kan ik als filosoof een (bescheiden) bijdrage leveren aan het agenderen/oplossen van een maatschappelijk vraagstuk?

Via dit project verkent de student een maatschappelijk interessegebied en denkt de student na over de aard en waarde van de filosofie door haar op een zelfgekozen manier 'toe te passen'.

De benaming 'Buiten de muren' heeft binnen dit project een tweeledige betekenis. Ten eerste staat het project voor fysiek buiten de muren van de faculteit kennismaken met een beroepsveld aan de hand van een interview met iemand die hierin werkzaam is. Tijdens dit interview proberen studenten in groepsverband een beeld te krijgen van een maatschappelijk vraagstuk dat binnen dit zelfgekozen beroepsveld speelt. Voorbeelden zijn: eenzaamheid, fake news, de gevolgen van nieuwe technologie of keuzestress. Ten tweede staat 'Buiten de muren' voor de diversiteit van filosofische werkzaamheden. Dit project biedt de mogelijkheid om de filosofie op een andere (wellicht meer creatieve) manier tot uitdrukking te laten komen dan het schrijven van academische papers en het maken van tentamens. In groepsverband presenteren de studenten uiteindelijk een product of activiteit met een filosofische grondslag. Denk aan een documentaire, een opiniestuk, een podcast, een weblog of een discussieavond.

**coördinator**

dr S.L.V. Griffioen

**docent**

dr S.L.V. Griffioen, Y. Karseboom MA

**programma**

Ba Filosofie

**fase**

Bachelor

**periode**

Semester II

**studielast**

2 EC

**literatuur**

- Geen literatuur

**taal**

Dutch

**vorm**

Intervisie, presentatie, literatuurstudie, uitwisseling

De studenten werken in groepen aan een creatief eindproduct, een filosofische bijdrage. Tijdens het traject nemen ze interviews af met mensen in een niet-academisch beroepsveld. Gedurende dit proces worden de studenten begeleid in intervisiegesprekken met de docenten.

**toets**

Onderzoeksproject, groepsopdracht, onderzoeksverslag

Dit vak wordt beoordeeld met een voldoende / onvoldoende.

**11. CORE ISSUES: ETHICS AND EPISTEMOLOGY OF AI****code**

FI2341C11

**objectives**

Deep insight into the ethical and epistemological aspects of AI, data-scientific and machine learning methods, with an eye on their

applications in science and society.

<b>contents</b>	The last few years have seen a huge development of artificial intelligence and data-science methods, and a rapid deployment of these techniques in all spheres of life. This course offers a number of inroads into a lively and current debate about this development, bringing students to the very forefront of the ethics, political theory, epistemology and philosophy of science pertaining to AI and data science. Philosophers can fall back on a whole century of work on prediction systems, justice and fairness, decision making and systemic bias to analyse and clarify current debate.
<b>coördinator</b>	None
<b>lecturer</b>	dr H.M. Veluwenkamp, prof dr J.W. Romeijn
<b>programme</b>	Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	• Geen literatuur
<b>language</b>	English
<b>format</b>	Lectures and seminars
<b>assessment</b>	Essays and discussions
<b>prerequisites</b>	Core issues course for ReMa

## 12. CORE ISSUES: PHILOSOPHY AND ITS PAST

<b>code</b>	FI1741CI2
<b>objectives</b>	- Knowledge of key debates regarding aims and methods in the history of philosophy - The ability to discuss and develop the ones' own projects in the light methodological concerns
<b>contents</b>	<p>Why and how do we study philosophy and its history? There are many possible answers to this question. But while none of these answers seems to be wrong, not all of them are compatible. The central aim of this course is to think through your own ideas and to discuss means of developing a methodologically convincing approach to the history of philosophy. The course will be divided into three phases:</p> <p>(1) We will begin with a brief overview of methodological debates on the relation between philosophy and its history. (2) In view of established methodological criteria, we will assess a small selection of case studies on medieval and modern philosophy. (3) Finally, we will focus on your own ideas and discuss how they can be refined in the light of methodological concerns and current research.</p> <p>Thus, already before the beginning of the course you should try to identify a/the question that you are likely to specialize on during your studies. Don't worry: you are not committing yourself. This is merely an exercise. The idea is that you (a) identify such a (possible) question and that you (b) try to find a way to approach this question from a historical point of view. – For the first class you should hand in an abstract (no more than 1 page) that gives an outline of your historical approach to that question (that means, locates your stance in the overall discussion). The abstract</p>

should be continuously refined throughout the course, hopefully mirroring your advances in the methodological reflection relevant to your chosen approach.

(On my blog, I list some points that might help you in structuring the abstract: <https://handlingideas.blog/2018/09/02/how-do-you-turn-a-half-baked-idea-into-a-paper/> )

<b>coördinator</b>	prof dr M. Lenz
<b>lecturer</b>	prof dr M. Lenz
<b>programme</b>	Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Literature will be announced at the beginning of the course.</li> </ul>
<b>language</b>	English
<b>format</b>	Seminar, lecture
<b>assessment</b>	Two short papers

### 13. CORE ISSUES: PHILOSOPHY OF LANGUAGE

<b>code</b>	FI2341CI4
<b>objectives</b>	After taking this course, students will be in a position to understand and actively engage with much contemporary (and twentieth century) work in philosophy of language and philosophical semantics. They will also gain a solid foundation for understanding semantics-related discussions in philosophical logic, esthetics, metaethics, linguistic semantics and pragmatics, formal epistemology and metaphysics.
<b>contents</b>	In this course we trace the development of philosophy of language, discussing in depth some of the seminal papers that contemporary research in this area builds on. We start with Frege's foundation of this entire enterprise with his introduction of Sinn and Bedeutung, compositionality, and anti-psychologism; then move through the "golden age" of analytic philosophy of language with Kripke and Lewis's applications of possible worlds semantics; on to the emancipation of context-dependence and pragmatics with Kaplan and Stalnaker; leading us, finally, to the contemporary debate between contextualism and relativism (MacFarlane).
<b>coördinator</b>	dr E. Maier
<b>lecturer</b>	dr E. Maier
<b>programme</b>	Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Articles and book sections to be made available through Brightspace.</li> </ul>
<b>language</b>	English
<b>format</b>	Lectures, close reading, homework assignments
<b>assessment</b>	To be determined
<b>prerequisites</b>	(first-order) logic

**remarks** RM Philosophy

#### 14. CORE ISSUES: SOCIAL ONTOLOGY AND COLLECTIVE ETHICS

**code** FI2341CI3

**objectives** The student is familiar with the main problems in social ontology and collective ethics.

The student can insightfully and critically discuss the pros and cons of particular theories and defend their own view.

The student can relate the issues discussed to current affairs.

**contents** How are we to live together in a diverse society? To do so in a mutually beneficial way, people coordinate their actions and cooperate with each other. These activities are constrained and enabled by three kinds of social structures: social practices, institutions and organizations. Frank Hindriks offers a unified analysis of these social phenomena in terms of two building blocks: rules and equilibria. Signaling rules and social norms structure our thought and action and give rise to equilibria, stable and interdependent regularities in behavior. Ideally, they do so in a fair and inclusive manner.

As they persist over time and causally influence our behavior, social structures and the social groups they harbor are irreducibly collective. Famously, Karl Popper warned against holist and organicist ontologies arguing that they pose a threat to the open society: they make for tribal communities with credulous and closeminded members. But the holist ontology defended here illuminates the artificial character of these social constructs. Furthermore, it reveals how social structures can support basic rights that lie at the heart of liberal democracy. Crucially, they need not impair, but can also enhance critical reflection and individual autonomy.

But in a diverse society, identities can clash. And they do so increasingly in a time of fragmentation and polarization. Volatile identity politics along with unfair distributions of advantage threaten to divide, if not disrupt Western societies. As the desire for esteem is part of the problem, equal recognition is not the answer. Instead, this age of identity calls for a suitably individualistic, inclusive and open mentality.

**coördinator** prof dr F.A. Hindriks

**lecturer** prof dr F.A. Hindriks

**programme** Researchmaster Philosophy

**phase** Master

**period** Semester II a

**credits** 5 EC

**literature**

- Book manuscript provided by the lecturer
- Papers

**language** English

**format** Lectures and discussion

**assessment** Essay(s)

**prerequisites** Research master students  
**remarks** RM Philosophy

## 15. CONSCIOUSNESS IN INDIAN PHILOSOPHY

**code** FI234IC

**objectives** 1) Explore some of the key turning point in the development of Indian philosophical debates on consciousness  
 2) Engage with primary texts (in English translation), learning to interpret and comment upon them  
 3) Use contemporary philosophical issues or other aspects that are relevant to the student's own background in order to critically engage and expand on the topics presented in the primary sources.

**contents** This course explores how the notion of consciousness has been conceptualized, problematized, and experienced in Indian philosophy, by delving into some of the turning points in its multimillennial history. Particular attention will be paid to the way in which conceptual reflection and direct meditative experience are deeply interwoven in Indian philosophy, and to the sort of hermeneutic circle established between these two dimensions. We shall explore how the ordinary form of consciousness we are mostly familiar with (in which someone is aware of some content of experience) is criticized as an inadequate understanding of a subtler structure, in which a domain of 'pure consciousness' is distinguished from the rest of the phenomenal world. We shall also follow up how this idea of 'pure consciousness' is articulated and evaluated by different traditions (Buddhist, Yogic, and Tantric), and how these debates eventually lead to the emergence of a notion of self-consciousness as a trans-individual principle that underpins the unity of experience.

**coördinator** dr A. Sangiacomo

**lecturer** dr A. Sangiacomo

**programme** Researchmaster Philosophy

**phase** Master

**period** Semester II a

**credits** 5 EC

**literature**

- To be announced at the beginning of the course

**language** English

**format** Seminars and lectures

**assessment** Written exam

**prerequisites** Previous attendance of any of the following courses can be helpful:

- GF6: Global Hermeneutics
- Ancient Buddhist Philosophy: Friendliness and Freedom
- Asian Philosophical Traditions

## 16. CONSEQUENTIALISM

**code** FI184AS

**objectives** The aim of this course is to familiarise students with the main philosophical debates around consequentialism. At the end of the course, students should know about the historical roots of

consequentialism and its most prominent contemporary versions, should understand the main arguments in favour and against consequentialism, be able to distinguish the different types of consequentialism and grasp the arguments that speak for and against them and be able to apply consequentialist reasoning to more applied ethical problems.

<b>contents</b>	Alongside deontology and virtue ethics, consequentialism stands as one of the three prominent approaches to ethics. Its basic idea is that the moral value of an act – or other things we want to evaluate, such as motives, rules and institutions – is determined by its consequences. In this course, we will try to understand the different varieties of consequentialism and consider some arguments for and against consequentialism. The course starts with an overview of what consequentialism is and what different forms of consequentialism there are. We will then discuss a selection of some of the arguments for and against consequentialism. For example, is consequentialism too demanding as a moral theory? Can consequentialists be good friends? Can consequentialism handle collective action problems? We also discuss which forms of consequentialism are most plausible. Should consequentialists focus on actual or on expected consequences? Should consequentialists be rule, act or global consequentialists? Should consequentialism be scalar? In the last third of the course, we consider what consequentialism has to say on some issues in applied ethics, including non-human animals, effective altruism, and future generations.
<b>coördinator</b>	dr A.T. Schmidt
<b>lecturer</b>	dr A.T. Schmidt
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Msc Philosophy, Politics and Economics, Researchmaster Philosophy, Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Readings to follow in due course. All readings are available online.</li> </ul>
<b>language</b>	English
<b>format</b>	Seminar with pre-read texts, in-class discussions, and student presentations
<b>assessment</b>	The student presentation is necessary for passing the course, but it is ungraded. The essay at the end is graded and makes up 100% of the grade.
<b>prerequisites</b>	Basic knowledge in (normative) ethics required.

## 17. CONTEMPORARY CRITICAL THEORY

<b>code</b>	FI233WW
<b>objectives</b>	<ul style="list-style-type: none"> <li>. Develop the ability to apply to reason about issues in social and political philosophy with the help of contemporary critical theories.</li> <li>. Familiarize yourself with current debates in the tradition of critical</li> </ul>



theory.

. Ability to critically examine arguments in social and political philosophy from the perspective of critical theories.

. Reconstruct philosophical arguments and present them in written form.

**contents**

The course will introduce students to recent contributions to the tradition of so-called “Frankfurt School” critical theory. Since its inception, critical theory aimed to give an account of how individuals can achieve emancipation from the oppression they face in society. As founders of the Frankfurt School, Max Horkheimer and Theodor W. Adorno developed a radical critique of modern society and modern thought, which they viewed as inherently dominating. Over the years, the claims of the Frankfurt School have been fundamentally revised by other theorists. For example, Habermas proposed to describe the potential for non-oppressive social rationalization in terms of communicative action and Axel Honneth has developed a critical theory that is based on a reconstruction of intersubjective relations of recognition. More recently, Rahel Jaeggi has developed a critical theory consisting out of an analysis of what she calls “forms of life”.

In this course, we will focus on getting a clear understanding of the main claims of contemporary critical theories. We will focus on questions that have been fundamental to the theorists of the Frankfurt School, with a focus on more contemporary contributions. Topics can include the question of the normative foundations of critical theory and the idea of an emancipatory interest, as well as classic concepts as alienation.

**coördinator** dr U.T.R. Stahl

**lecturer** W. Wiersma MSc

**programme** Ba Philosophy, Bachelor Exchange Courses

**phase** Bachelor

**period** Semester I a

**credits** 5 EC

**literature**

- All course literature will be made available via the library

**language** English

**format** Combined lecture/tutorial

**assessment** Written or oral assignment, essay

**prerequisites** Students should have followed a minimum of one course in social and political philosophy. It is an advantage to have taken a course that discusses the German Idealists (Kant and Hegel).

## 18. DOCTRINE AND DRAMA IN PLATO’S REPUBLIC

**code** FI223AF

**objectives** TBA

**contents** In this course, we shall engage with recent approaches to Plato’s philosophical work. More specifically we shall distinguish between two aspects of his work: the dramatic setting of his dialogues (the “dramatic” aspect), and their argumentative content (the “dogmatic” aspect); then we shall see two approaches to Plato’s work that emphasize one of the two aspects: dramatic readings and dogmatic readings. We shall see the ongoing negotiation between these two approaches in recent

scholarly discussions around Plato's work, and we shall have an opportunity to test the validity of each approach on passages from Plato's Republic. The assessment of the student's work shall consist in their regularity and preparedness for weekly meetings and their final work of scholarly commentary on a passage or problem in Plato's Republic.

<b>lecturer</b>	dr Ö.O. Aygün
<b>programme</b>	Ba Philosophy, Bachelor Exchange Courses
<b>phase</b>	Bachelor
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Allan Bloom, Plato, The Republic, translated by Allan Bloom, Basic Books, 2016 (9780465094080), +/- € 18,00</li> <li>• Gerald Press, "The State of the Question in the Study of Plato", The Southern Journal of Philosophy (1996), Vol. XXXIV, pp. 507-532. <a href="https://rug.on.worldcat.org/oclc/4839678713">https://rug.on.worldcat.org/oclc/4839678713</a></li> <li>• Gerald Press, "The State of the Question in the Study of Plato: Twenty Year Update", The Southern Journal of Philosophy (2018), Vol. LVI, pp. 9-35. <a href="https://rug.on.worldcat.org/oclc/7409072916">https://rug.on.worldcat.org/oclc/7409072916</a></li> </ul>
<b>language</b>	English
<b>format</b>	Seminar/Tutorial
<b>assessment</b>	Essay
<b>prerequisites</b>	Having completed History of Philosophy 1

## 19. EARLY MODERN WOMEN PHILOSOPHERS: THEMES ON METAPHYSICS AND PHILOSOPHY OF SCIENCE

<b>code</b>	FI213AO
<b>objectives</b>	<p>(1) First, this course will provide students with knowledge of central topics in metaphysics, philosophy of science, and the integration of the two in the Early Modern period. These themes include the nature of reality, the mind-body problem, the metaphysical foundations of science, models of causation, laws of nature, scientific explanation, the nature and role God.</p> <p>(2) Second, it will diversify a superficial picture of the history of philosophy by introducing the views and arguments of women philosophers and, in doing so, it will also refer to questions on the very formation of the Western philosophical canon.</p> <p>(3) Third, with a combination of primary sources and secondary literature, it will contribute to the further development of key philosophical abilities such as the analysis and commentary of primary sources, the identification, reconstruction, and assessment of arguments in these texts, and the critical comparison of authors.</p> <p>On completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Demonstrate a well-rounded view of central topics in metaphysics and natural philosophy in the Early Modern period</li> <li>2) Demonstrate knowledge of the contributions and influence of key women philosophers in the Early Modern period</li> </ol>

- 3) Engage with primary texts by identifying and assessing arguments
- 4) Address philosophical ideas in a clear, original, and charitable manner
- 5) Engage in independent research work in the field of history of philosophy

**contents**

This course will introduce students to the contributions of Early Modern women philosophers and scientists (i.e. natural philosophers) to key topics in metaphysics and philosophers of science. Is there a mind-body problem? What is the ultimate structure of the natural world? What is the status of the laws of nature? What are space and time? These are some of the questions that will be examined in the writings of Elizabeth of Bohemia, Margaret Cavendish, Anne Conway, Emilie du Châtelet and Mary Astell. These natural philosophers have been relegated to the footnotes of a standard narrative of the history of European philosophy (when not vanished from it altogether) —yet the depth, richness, and length of their contributions indicate that this omission is not due to lack of intellectual merit. The reasons underlying this gap are diverse and complex, but misogyny has certainly played an important role. These thinkers were, in fact, often recognised by their contemporaries, and they were friends and correspondents of other leading philosophers at the time, such as René Descartes, John Locke, or Gottfried W. Leibniz. This course is in line with the current methodological shift in the field of the history of philosophy towards a more accurate, complete and intellectually honest discipline.

**coördinator**

dr A.P. Ortín Nadal

**lecturer**

dr A.P. Ortín Nadal

**programme**

Ba Philosophy

**phase**

Bachelor

**period**

Semester I b

**credits**

5 EC

**Literature**

- Shapiro L. (2007), *The Correspondence between Princess Elisabeth of Bohemia and Descartes*, Chicago: The University of Chicago Press. / Selected Letters: 6th May 1643, 21st May 1643, 10th June 1643, 1st July 1643 // Available online through library login
- Broad J. (2003), “Elisabeth of Bohemia”, in *Women Philosophers of the Seventeenth Century*, Cambridge University Press (Chapter 1) // Available online through library login
- M. Cavendish, *Essential Writings*, edited by D. Cunning (2019), Oxford University Press / Selected readings: *Philosophical and Physical Opinions*, chapters 1-17, 19-45, 60-66 / *Observations Upon Experimental Philosophy*, Part II, chapters 1-14 // Available online through library login
- A. Conway, *The Principles of the Most Ancient and Modern Philosophy*, edited by A.P. Coudert and T. Corse, Cambridge Texts in the History of Philosophy, Cambridge University Press,

/ Selected chapters: I, II, III, VI, VII, VIII, IX // Available online through library login

- E. Du Châtelet, Selected philosophical and scientific writings, edited and translated by, Isabelle Bour and Judith P. Zinsser, Chicago University Press, 2009, Selected readings, Foundations of Physics, Preface and chapters 1-4,7,8 // Available online through library login
- M. Astell, A Serious Proposal to the Ladies for the Advancement of their True and Greatest Interest, Selected chapters: Part II: introduction, chapters I-III // Available online through library login and at Project Gutenberg
- E. O'Neill (1998), 'Disappearing Ink: Early Modern Women Philosophers and Their Fate in History', in J. Kourany (ed.), Philosophy in a Feminist Voice: Critiques and Reconstructions, Princeton University Press

**language** English

**format** Combined lecture/tutorial

Each session is two hours: the first hour will be a lecture and the second hour will have a seminar format in which students are expected to contribute to a discussion.

**assessment** Essay

Exam assessments: N/A

There is only one final essay. Some questions to choose from will be provided mid-course.

**prerequisites** Knowledge of Early Modern philosophy is desirable but not required. Knowledge of basic philosophical notions is required.

## 20. EPISTEMIC LOGIC

**code** FI234EL

**objectives**

- Students have an informed overview of the basic concepts, techniques and results in epistemic logic
- Students master the formal techniques that are essential in proving the main results in the field
- Students are able to reflect on debates in the literature on epistemic logic

**contents** Epistemic logic is an umbrella term for a number of logics that capture reasoning about information. These logics were developed as a response to problems in formal linguistics, computer science and belief revision. Subjects for the course are epistemic logic, doxastic logic, public announcement logic, epistemic actions, doxastic attitudes, completeness, expressivity, epistemic paradoxes and the problem of logical omniscience. The main ingredients of these logics with examples are provided and connected to fundamental questions in contemporary epistemology.

**coördinator** Dr B.P. Kooi

**lecturer** Dr B.P. Kooi

**programme** Ma Philosophy, Ma Philosophy and Education, Researchmaster

	Philosophy, Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>Hans van Ditmarsch, Wiebe van der Hoek, Barteld Kooi // Springer, Dynamic Epistemic Logic (978-1-4020-6908-6 (PB) // 978-1-4020-5838-7 (HB) // 978-1-4020-5839-4 (e-book))</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture
<b>assessment</b>	Homework and written exam
<b>prerequisites</b>	Familiarity with propositional logic and set theory.

## 21. EPISTEMOLOGY AND PHILOSOPHY OF SCIENCE 1

<b>code</b>	FI131KWL
<b>objectives</b>	<p>This course will help you develop the following:</p> <ul style="list-style-type: none"> <li>articulate knowledge about central problems in epistemology and philosophy of science.</li> <li>familiarity with contemporary discussions about applied epistemology.</li> <li>familiarity with the most important concepts and theories in philosophy of science,</li> <li>ability to extract philosophical arguments from texts and assess them critically.</li> <li>ability to formulate philosophical arguments concisely in written format.</li> <li>skills to engage in constructive and respectful philosophical discussions.</li> </ul>
<b>contents</b>	<p>The course consists of two parts:</p> <p><b>Epistemology:</b> Epistemologists are concerned with questions such as: What is knowledge? What is the difference between knowledge and opinion? How do we acquire knowledge? How can we transmit knowledge to others? What are the limits of knowledge? In this class, we will study classic answers to these questions (going all the way back to ancient Greece) and their application to recent controversies in public discussions (e.g., epistemic injustice and fake news.).</p> <p><b>Philosophy of Science:</b> In the second part of this course, we turn to a closely related field, the philosophy of science. We focus on topics such as: How is scientific knowledge justified? What are scientific revolutions? What is the difference between science and pseudoscience? What is the nature of scientific explanation? We will also discuss how a good understanding of the philosophy of science is necessary for critically considering the role of science in society.</p>
<b>coördinator</b>	dr C.F. Romero
<b>lecturer</b>	dr M.I. Eronen, dr C.F. Romero
<b>programme</b>	Ba Philosophy
<b>phase</b>	Propedeuse
<b>period</b>	Semester II b

<b>credits</b>	7.5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Jennifer Nagel, Knowledge: a very short introduction.</li> <li>• Samir Okasha, Philosophy of Science: A very short introduction</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture and Seminar
<b>assessment</b>	Weekly Assignments, 2 exams
<b>remarks</b>	All first year courses have weekly practicals that serve to improve the academic skills. In the lectures and successful participation is required in order to complete the course.

## 22. EPISTEMOLOGY AND PHILOSOPHY OF SCIENCE 2

<b>code</b>	FI202KWL2
<b>objectives</b>	Students gain knowledge of central topics in epistemology and philosophy of science. They will learn to analyse and construct arguments in a precise and rigorous fashion.
<b>contents</b>	The course covers a selection of basic topics in epistemology and philosophy of science. It will provide skills in close reading of texts, reconstruction of other people's arguments and elaboration of your own argument. The first half of the course will focus on epistemology; the second half on philosophy of science.
<b>coördinator</b>	Dr L. Henderson
<b>lecturer</b>	Dr C.M.F. de Canson, dr L. Henderson
<b>programme</b>	Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester II b
<b>credits</b>	7 EC
<b>language</b>	English
<b>format</b>	Lectures, workshops
<b>assessment</b>	Written exams

## 23. ETHICS 1

<b>code</b>	FI131ETH1
<b>objectives</b>	<p>After concluding this course the student is able to:</p> <ul style="list-style-type: none"> <li>• Explain ethical theories, arguments, and concepts</li> <li>• Evaluate ethical theories, and arguments</li> <li>• Apply ethical theories and concepts to moral issues</li> <li>• Write and formulate arguments on a first year level</li> </ul>
<b>contents</b>	This course provides an introductory overview of ethical and meta-ethical theories. After a discussion of different answers to the question of what well-being is, we will discuss classical and contemporary normative positions such as consequentialism, Kantian ethics, and social contract theory. Next, we will discuss moral responsibility. Finally, various meta-ethical positions will be used to examine the extent to which ethics is objective.

<b>coördinator</b>	Dr D.D. Brandenburg
<b>lecturer</b>	Dr H.M. Veluwenkamp, dr D.D. Brandenbrug
<b>programme</b>	Ba Philosophy
<b>phase</b>	Propedeuse
<b>period</b>	Semester I a
<b>credits</b>	7.5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Russ Shafer-Landau, The Fundamentals of Ethics</li> </ul>
<b>language</b>	English
<b>format</b>	Lectures and seminars
<b>assessment</b>	You need to score at least a 5 for every exam. When one of your grades is a 4 or lower, your final grade can be a 5 at most. You cannot take the results of one exam to the next year. You can take a resit when your final grade is a fail. In that case, you can only resit the exam that you did not pass.
<b>prerequisites</b>	None. This is a first-year introduction course.
<b>remarks</b>	All first year courses have weekly practicals that serve to improve the academic skills of the students and to build learning communities in the propaedeutic phase. These practicals are closely related to the lectures and successful participation is required in order to complete the course.

## 24. ETHICS 2: MORAL RESPONSIBILITY

<b>code</b>	FI222MR
<b>objectives</b>	<ul style="list-style-type: none"> <li>• The student is familiar with the most important theories of moral responsibility</li> <li>• The student understands the social dimensions of moral responsibility</li> <li>• The student is able to critically defend a position in debates about moral responsibility</li> <li>• The student is able to apply to core concepts to concrete situations</li> </ul>
<b>contents</b>	<p>Moral responsibility plays a central role in social interaction. The ways in which we respond to what others do reveals a lot about what we regard as important, what we expect from each other and how we view ourselves.</p> <p>The first part of this course concerns individual responsibility. It discusses what it means to be blameworthy. And it investigates the role that someone's will plays in this context as well as their emotions. Furthermore, it explores the conditions under which people are excused or exempted from responsibility.</p> <p>The second part develops understanding in two directions. It addresses specific responsibility responses like anger, praise, and forgiveness, and evaluate the status of marginalized and atypical agents within our responsibility practices. And it discusses collective responsibility and whether individuals have an obligation to help prevent climate change. As well as corporate responsibility along with the role of companies in a liberal democracy.</p>

<b>coördinator</b>	prof dr F.A. Hindriks
<b>lecturer</b>	dr D.D. Brandenburg, V. Pinto de Carvalho, L.C.J. van Rijsbergen MA, prof dr F.A. Hindriks
<b>programme</b>	Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I b
<b>credits</b>	7 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• R.J. Wallace, Responsibility and the Moral Sentiments</li> </ul>
<b>language</b>	English, Dutch
<b>format</b>	Lecture, Seminar/Tutorial
	Lectures and practicals
<b>assessment</b>	Exams
<b>prerequisites</b>	Ethics 1
<b>remarks</b>	This course is taught by four lecturers one of whom speaks English. The others will speak Dutch.

## 25. ETHICS OF AI

<b>code</b>	FI233HV
<b>objectives</b>	Knowledge of the most important topics in the ethics of AI
<b>contents</b>	<p>It is hard to imagine a technology that raises more ethical concerns than artificial intelligence. Many large tech companies have invested in AI research centers, and the European Commission has released its own guidelines calling for "trustworthy AI" (April 2019). In this course we will investigate some of the major ethical issues that are raised by current and future AI systems. Questions we consider include:</p> <ul style="list-style-type: none"> <li>- How do we make sure autonomous AI systems pursue the right goals.</li> <li>- Do future AI systems pose an existential threat?</li> <li>- How do we prevent learning algorithms from acquiring morally objectionable biases?</li> <li>- Can an AI system be a moral agent? If so, how should we hold them accountable?</li> <li>- Can an AI system be a moral patient? If so, how do we know when this is so?</li> <li>- Should autonomous AI be used to kill in warfare?</li> <li>- What sort of ethical rules should AI like a self-driving car use?</li> </ul>
<b>coördinator</b>	Dr H.M. Veluwenkamp
<b>lecturer</b>	Dr H.M. Veluwenkamp
<b>programme</b>	Bachelor Exchange Courses, Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>language</b>	English
<b>format</b>	Lecture



**assessment** Essay

**prerequisites** Ethics 1; Good and Evil of a comparable introduction to ethics

## 26. EXISTENCE AND DEMOCRACY: PRAGMATIST WORLDVIEWS

**code** FI233LG

**objectives**

- Familiarity with pragmatism and (neo)pragmatism
- Develop the skill to work with pragmatist commitments on issues of interest
- Develop the skill to formulate philosophical arguments (orally and in writing).
- Ability to detect, analyse and interpret different philosophical arguments
- Ability to develop, articulate, and motivate views on philosophical topics
- Ability to articulate and argue for a philosophical position both in writing and in oral presentation

**contents** Pragmatism is a philosophical tradition committed to embedding meaning and truth in practice. Many pragmatists reject the correspondence theory of truth, the 'spectator theory of knowledge', and foundationalism. Typically, a pragmatist endorses the priority of practice, contingency, fallibilism, naturalism. This course examines such well known pragmatist themes in their connection to the 'democratic' ethos. Alongside the usual pragmatist themes, we will also discuss some less conventional ones: for instance, James's live hypotheses, Dewey's radical and creative democracy, Quine's conceptual schemes, Rorty's liberal ironist, Misak's pragmatist democracy.

**coördinator** Dr L. Georgescu

**lecturer** Dr L. Georgescu

**programme** Bachelor Exchange Courses, Ba Philosophy

**phase** Bachelor

**period** Semester I b

**credits** 5 EC

**literature** Bibliography will be made available on Brightspace

**language** English

**format** Lecture, discussion, seminar/tutorial

**assessment** Individual assignments + essay

**prerequisites** History of philosophy

## 27. FAITH AND REASON IN THE 'PANTHEISM CONTROVERSY'

**code** FI233PR

- objectives**
- To understand Jacobi's criticisms of philosophy and how these influenced Reinhold, Kant, and Fichte on topics such as freedom, morality, and religion
  - To gain an understanding of the primary debates on the relation between faith and reason at the turn of the 19th century
  - To be able to map out and assess the relevant philosophical positions in these debates, such as fideism, theism, rationalism, and idealism, among others

**contents** Philosophy at the turn of the 19th Century was dominated by a bitter dispute known as the Pantheism Controversy, which would have a lasting influence on how we understand philosophy, religion, and their relation. One camp argued that the emphasis on reason typical of the Enlightenment entails fatalism, nihilism, and atheism, and sought to uphold the authority of faith over philosophical reflection. Others defended the centrality of reason and attempted to establish faith and freedom on a rational basis. This led to an examination of questions that touch on the nature of philosophy, religion, and freedom: Can faith have authority over reason, and if so in what circumstances? Does morality need to be based in religion or is it autonomous? What is the role of human freedom in the context of these questions? We begin with a look at Jacobi's challenge to philosophy: that one must choose between a rational nihilism or an irrational fideism. We then explore responses to Jacobi's dilemma from Reinhold, Kant, and Fichte.

**programme** Bachelor Exchange Courses, Ba Philosophy  
**phase** Bachelor  
**period** Semester I a  
**credits** 5 EC  
**language** English  
**format** Lecture and seminar  
**assessment** Final essay  
**prerequisites** None  
**lecturer** Dr P. Reichl

## 28. FALLACIES

**code** FI204JL

**objectives** Upon completion of the course, the students can:

- Discuss (would-be) fallacies such as Ad Populum (popularity), Ad Populum (pathos), Equivocation (ambiguity), Ad Verecundiam (positive ethos), Personal Attack (negative ethos), Ad Baculum (pressure), Fallacy of Bargaining (pressure)
- Discuss various evaluative perspectives on fallacies as provided by: various kinds of dialogue (inquiry dialogue, deliberation dialogue, persuasion dialogue, negotiation dialogue, information seeking and eristic dialogue), epistemology, logic, rhetoric and communication
- Discuss norms for balancing adversariality and cooperation
- Develop an argumentation theory about a fallacy at choice and report

on it in an essay.

<b>contents</b>	In this course, we discuss the nature of a cogent argument, and how it connects to 'means of persuasion' such as pressure, emotion, trust and reliability, and the vagaries of meaning. The recurring themes are: What is the point of giving and asking for arguments? What distinguishes reasonable and fallacious uses? How to develop pragmatic and / or epistemic norms for arguments? How to respond to (alleged) fallacies? How to balance rhetorical effectiveness and dialectical reasonableness?
<b>coördinator</b>	Dr J.A. van Laar
<b>lecturer</b>	Dr J.A. van Laar
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Msc Philosophy, Politics and Economics, Researchmaster Philosophy, Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Digital reader "Fallacies"</li> </ul>
<b>language</b>	English
<b>format</b>	Seminars
<b>assessment</b>	Essay

## 29. FEMINIST EPISTEMOLOGY

<b>code</b>	FI224FE
<b>objectives</b>	<ul style="list-style-type: none"> <li>• Developing exegetical, analytical, and critical skills</li> <li>• Developing skills of conversation, presentation and composition</li> <li>• Developing familiarity with feminist epistemological thought</li> </ul>
<b>contents</b>	In this course, we study feminist thought on epistemological topics, such as standpoint theory, objectivity, and ideology. We study questions like: Under what conditions and in what sense, if any, does one's social situation constitute an epistemic advantage? What is objectivity? Does adopting a feminist standpoint undermine objectivity, or does it reinforce it? What is patriarchal ideology, and how can it be effectively resisted? Should we speak of feminism as an "ideology"?
<b>coördinator</b>	Dr C.M.F. de Canson
<b>lecturer</b>	Dr C.M.F. de Canson
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Researchmaster Philosophy, Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• All readings will be made available online</li> </ul>
<b>language</b>	English
<b>format</b>	Seminar discussion
<b>assessment</b>	Weekly assignments (10%), essay (90%)

**prerequisites** Familiarity with feminist theory will be very helpful

### 30. FICTION, IMAGINATION AND LYING

**code** FI203EM

**objectives** Students will become familiar with the main contemporary debates about fiction and lies within philosophy of language, and will learn to carry out and present original philosophical research in this area.

**contents** In H.P. Grice's (1975) classic philosophical analysis of communication speakers are guided by maxims like "Do not say what you believe to be false". But we often violate this maxim, by telling lies ("I did not have sexual relations with that woman") or writing fiction ("When Harry Potter first came to Hogwarts..."). In this course we turn our attention to these deviations from the Gricean norms. What kinds of speech acts are these, and what are the challenges they pose for a theory of meaning? What is fictional truth -- and are there also fictional lies? What is the difference between regular truthful assertions, lies, and fiction? What is their relation to possible worlds, imagination, pretense, deception, and narrative? We'll discuss answers to such questions by philosophers like David Lewis, Kendall Walton, Brian Weatherston, and others.

**coördinator** Dr E. Maier

**lecturer** Dr E. Maier

**programme** Ba Philosophy

**phase** Bachelor

**period** Semester I a

**credits** 5 EC

**literature**

- Articles and book excerpts, to be announced and linked to through Brightspace

**language** English

**format** Lectures, homework assignments, individual research project, individual meetings,

**assessment** Homework assignments, short paper, presentation

**prerequisites** Some basic familiarity with (first-order) logic

**remarks** We start with traditional lectures to introduce the basics. Then we will simulate some aspects of an academic conference: students choose a topic and write an "abstract" (2 page paper) presenting an original take on the topic/reading(s). After receiving feedback, students present the research they did on their chosen topic during the final lecture

### 31. FREE WILL

**code** FI233DE

**objectives** Knowledge of basic views and arguments in the free will debate. Practice with discussion, analysis and criticism of positions and arguments in speech and writing.

<b>contents</b>	This course provides an overview of developments in the free will debate, with emphasis on analytic philosophy in the 20th and 21st century.
<b>coördinator</b>	Dr H.W.A. Evers
<b>lecturer</b>	Dr H.W.A. Evers
<b>programme</b>	Bachelor Exchange Courses, Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Robert Kane, A Contemporary Introduction to Free Will (9780195149708)</li> </ul>
<b>language</b>	English
<b>format</b>	Lectures, seminars
<b>assessment</b>	Written assignments, t.b.a.

### 32. GESCHIEDENIS VAN DE FILOSOFIE 2: MIDDELEEUWEN

<b>vakcode</b>	FI171GF2
<b>doel</b>	<p>Studenten</p> <ol style="list-style-type: none"> <li>1. maken kennis met centrale denkers uit de geschiedenis van de filosofie van de middeleeuwen,</li> <li>2. zijn in staat middeleeuwse filosofische teksten in vertaling te lezen,</li> <li>3. zijn in staat argumenten uit middeleeuwse filosofische teksten te reconstrueren en te beoordelen,</li> <li>4. zijn in staat schriftelijk verslag te doen van hun reconstructies en beoordelingen.</li> </ol>
<b>inhoud</b>	<p>In deze cursus kijken we naar een aantal centrale teksten en argumenten uit de geschiedenis van de middeleeuwse filosofie. De focus ligt daarbij op, onder anderen, Boethius, Anselmus van Canterbury, en Thomas van Aquino.</p> <p>In zijn <i>Vertrouwing van de Filosofie</i> vroeg Boethius zich af of de toekomst gedetermineerd is, en of dat betekent dat mensen geen vrije wil hebben en dus ook niet verantwoordelijk zijn voor hun daden. Tijdens de cursus lezen we het laatste deel van de <i>Vertrouwing</i>.</p> <p>Anselmus van Canterbury werd beroemd met een filosofisch bewijs voor het bestaan van God. Tijdens de cursus onderzoeken en evalueren we dit argument aan de hand van Anselmus' <i>Proslogion</i> en enkele middeleeuwse kritieken.</p> <p>In zijn <i>Summa</i> ontwikkelde Thomas van Aquino gedetailleerde visie op de relatie tussen lichaam en ziel en het menselijk kenvermogen. In het laatste deel van de cursus lezen we selecties uit Thomas' werk.</p>
<b>coördinator</b>	Dr. H.T. Adriaenssen
<b>docent</b>	Dr. H.T. Adriaenssen
<b>programma</b>	Ba Filosofie, Bachelor Exchange Courses
<b>fase</b>	Propedeuse
<b>periode</b>	Semester I b

<b>studielast</b>	7.5 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>• Literatuur wordt via Brightspace beschikbaar gemaakt</li> </ul>
<b>taal</b>	Nederlands
<b>vorm</b>	hoorcollege, werkcollege
<b>toets</b>	Essay, tentamen
<b>opm</b>	Ieder eerstejaars vak heeft wekelijkse practica, die tot doel hebben de academische vaardigheden van studenten te verbeteren, en leergemeenschappen te vormen in de propedeutische fase. De practica sluiten qua inhoud aan bij dit vak en succesvolle deelname is verplicht om het vak te kunnen halen.

### 33. GESCHIEDENIS VAN DE FILOSOFIE 4: 19E EN 20E EEUW

<b>vakcode</b>	FI171GF4
<b>doel</b>	<ul style="list-style-type: none"> <li>- De student kent belangrijke filosofische scholen en tradities van de 19e en 20e eeuw</li> <li>- De student kan moeilijke filosofische teksten kritisch lezen, vergelijken en evalueren</li> <li>- De student is in staat belangrijke theorieën van de behandelde filosofen te articuleren</li> <li>- De student is in staat complexe argumenten helder weer te geven in essays geschreven in wetenschappelijke stijl</li> </ul>
<b>inhoud</b>	In dit college behandelen we enkele belangrijke filosofen van de filosofische periode vanaf Kant. We spitsen ons hierbij in het bijzonder toe op teksten van Immanuel Kant (1724-1804), Arthur Schopenhauer (1788-1860), Martin Heidegger (1889-1976) en Simone de Beauvoir (1908-1986).
<b>coördinator</b>	dr C.M.A. van Mazijk
<b>docent</b>	dr C.M.A. van Mazijk
<b>programma</b>	Ba Filosofie
<b>fase</b>	Propedeuse
<b>periode</b>	Semester II b
<b>studielast</b>	7.5 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>• Online syllabus</li> </ul>
<b>taal</b>	Nederlands
<b>vorm</b>	Hoorcollege, Werkcollege
<b>toets</b>	Twee deeltentamens
<b>entree</b>	Geen
<b>opm</b>	Ieder eerstejaars vak heeft wekelijkse practica, die tot doel hebben de academische vaardigheden van studenten te verbeteren, en leergemeenschappen te vormen in de propedeutische fase. De practica sluiten qua inhoud aan bij dit vak en succesvolle deelname is verplicht om het vak te kunnen halen.

### 34. GESCHIEDENIS VAN DE FILOSOFIE 5: TAAL EN WERKELIJKHEID

<b>vakcode</b>	FI202GF5
<b>doel</b>	<p>Studenten</p> <p>1) verwerven een begrip van centrale problemen over de relatie tussen</p>

	taal en werkelijkheid
	2) verwerven gedetailleerde kennis van een aantal centrale filosofische teksten over taal en werkelijkheid
	3) zijn in staat om complexe filosofische posities, argumenten en debatten over taal en werkelijkheid te reconstrueren
	4) zijn in staat om complexe filosofische posities, argumenten en debatten over taal en werkelijkheid uit te leggen en te evalueren
<b>inhoud</b>	Aan de hand van centrale teksten uit de negentiende en twintigste eeuw kijken we fundamentele vragen uit de taalfilosofie en metafysica: <ul style="list-style-type: none"> <li>- Wat is de relatie tussen taal en werkelijkheid?</li> <li>- Hoe verwijzen woorden, en wat is betekenis?</li> <li>- Zijn noodzakelijkheid en contingentie objectieve eigenschappen van de wereld? Of zijn noodzakelijkheid en contingentie relatief aan de manier waarop we over de wereld denken en spreken?</li> <li>- Wat is waarheid, en wat maakt ware proposities waar?</li> </ul>
<b>coördinator</b>	dr H.T. Adriaenssen
<b>docent</b>	prof dr L.W. Nauta, Dr. H.T. Adriaenssen
<b>programma</b>	Bachelor Exchange Courses Ba Filosofie
<b>fase</b>	Bachelor
<b>periode</b>	Semester I a
<b>studielast</b>	7 EC
<b>literatuur</b>	• Literatuur wordt beschikbaar gemaakt via Brightspace
<b>taal</b>	Nederlands
<b>vorm</b>	Hoorcollege, leesgroep, werkcollege, zelfstudie
<b>toets</b>	Schriftelijk tentamen / essay

### 35. GLOBAL JUSTICE: A PPE PERSPECTIVE

<b>code</b>	FI183AS
<b>objectives</b>	Upon completion of this course, students will be familiar with the main theoretical normative debates around global justice; will be aware of the broad empirical context within which such questions arise and be able to integrate philosophical questions with some salient empirical concerns; will be familiar with normative debates around migration, global health and international economic justice and able to integrate such applied issues with the more theoretical normative questions explored in the first half.
<b>contents</b>	The aim of this course is to familiarise Bachelor students with some of the theoretical and practical questions around global justice. While the focus will be philosophical, the approach towards these questions integrates elements from Philosophy, Politics, Economics (PPE). In the first half, we will address some fundamental normative questions around global justice, such as What are our duties towards the global poor? Is nationalism defensible in a globalized world? Does distributive justice apply across borders? By invoking empirical questions and ideas from social science, we will then apply those theoretical debates to issues such as global health, migration, and economic justice. While

the course takes an integrated PPE perspective, a formal PPE background is not required to participate.

<b>coördinator</b>	dr A.T. Schmidt
<b>lecturer</b>	dr A.T. Schmidt
<b>programme</b>	Ba Philosophy, Bachelor Exchange Courses
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Readings will be distributed in due course.</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture
	A mix of lecturing and seminar-style discussions.
<b>assessment</b>	Exam, Digital
<b>prerequisites</b>	A background in (introductory) political philosophy is required.

### 36. HEGEL'S PHILOSOPHY OF RIGHT

<b>code</b>	FI234HR
<b>objectives</b>	The aim of this course is to introduce Hegel's ethics and socio-political philosophy by a close reading of Hegel's Elements of the Philosophy of Right. At the end of the course, students should know about central claims made by Hegel himself, as well as the debates they have ignited. They should be able to critically discuss Hegel's social and political philosophy, including both the strengths and weaknesses of his philosophical proposal.
<b>contents</b>	This course will examine Hegel's social and political philosophy through a close reading and critical discussion of the Elements of the Philosophy of Right (1821). We will pay particular attention to Hegel's notion of freedom and to the role that social practices and institutions have in actualizing it. In doing so, we will survey key Hegelian concepts such as "ethical life" (Sittlichkeit) or "spirit" (Geist). We will study Hegel's philosophical method, contextualize his contribution in the history of philosophy, and scrutinize his responses to the failures attributed to modern societies. Finally, we will assess to what extent Hegel's proposals are useful to address problems characteristic of contemporary societies.
<b>lecturer</b>	T. Llaguno Nieves PhD
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Msc Philosophy, Politics and Economics, Researchmaster Philosophy, Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• G.W.F. Hegel, Elements of the Philosophy of Right</li> </ul>
<b>language</b>	English



<b>format</b>	Combined lecture and seminar
<b>assessment</b>	Attendance, participation, written assignments
<b>prerequisites</b>	Some background on modern philosophy and/or Kantian philosophy is desirable.

### 37. HISTORY OF PHILOSOPHY I: FROM PLATO TO HUME

<b>code</b>	FI170GES1
<b>objectives</b>	<ul style="list-style-type: none"> <li>- Knowledge of key texts in the history of Western philosophy from classical antiquity to the Enlightenment.</li> <li>- Reading historical texts</li> <li>- Talking about historical arguments and concepts</li> </ul>
<b>contents</b>	<p>In this course we will become acquainted with central arguments and figures from the history of philosophy which have shaped and continue to shape the way we think.</p> <p>We will look at philosophers from classical antiquity, the middle ages, and the early modern period, studying their arguments about such topics as: the structure of reality; god; the nature of the mind; scepticism; relativism; rationality; free will.</p>
<b>coördinator</b>	prof dr M. Lenz
<b>lecturer</b>	prof dr M. Lenz, dr L. Georgescu
<b>programme</b>	Ba Philosophy of a Specific Discipline Minor Philosophy
<b>phase</b>	University-level Minor
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Will be announced at the beginning of the course</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture
<b>assessment</b>	Exam

### 38. HISTORY OF PHILOSOPHY II: 19<sup>th</sup>-20<sup>th</sup> CENTURY

<b>code</b>	FI170GES2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To introduce key developments in 19th and 20th century philosophy</li> <li>- To understand the positions of Kant, Hegel, Heidegger, and Fanon in their historical context and to be able to assess their merits.</li> </ul>
<b>contents</b>	<p>In this course, we will study key philosophical developments in the 19th and 20th centuries. We take as our starting point Kant's revolution in philosophy and seek to understand how it changed our view of the world and shaped some of the currents that came after it. Among these, we will focus on Hegel's philosophy of history, Heidegger's existentialism, and Fanon's post-colonial theory.</p>
<b>lecturer</b>	P. Reichl
<b>programme</b>	Ba Philosophy of a Specific Discipline

	Minor Philosophy
<b>phase</b>	University-level Minor
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	• No literature
<b>language</b>	English
<b>format</b>	Lecture
<b>assessment</b>	Written exam
<b>prerequisites</b>	None

### 39. HISTORY OF PHILOSOPHY 1: ANCIENT PHILOSOPHY

<b>code</b>	FI171GF1
<b>objectives</b>	<ol style="list-style-type: none"> <li>1) Learn to read ancient philosophical texts in translation.</li> <li>2) Learn to reconstruct complex philosophical views, arguments, and debates.</li> <li>3) Learn to independently judge competing views.</li> <li>4) Learn to explain, analyse, and evaluate philosophical arguments and views.</li> <li>5) Acquire knowledge of philosophy and its past.</li> </ol>
<b>Contents</b>	<p>This course offers an introduction to ancient Greek philosophy through careful reading of the great philosophical texts of antiquity. These texts deal with questions concerning the nature of reality, what we are, and how best to live. Students are required to develop a detailed knowledge of the texts they study and relevant aspects of the historical background. At the same time, they will exercise their own judgement on the interpretation of the texts and independently analyse the arguments they contain.</p> <p>We will be reading texts by the Presocratics, Plato, Aristotle, the Epicureans, and the Hellenistic philosophers.</p>
<b>Coördinator</b>	dr Ö.O. Aygün
<b>lecturer</b>	dr Ö.O. Aygün
<b>programme</b>	Ba Philosophy, Bachelor Exchange Courses
<b>phase</b>	Propedeuse
<b>period</b>	Semester I a
<b>credits</b>	7.5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Translator: Joe Sachs, Green Lion Press, 1999, <i>Metaphysics</i>, Aristotle (978-1888009033), +/- € 25,00</li> <li>• Edited by C.D.C. Reeve, Patrick Lee Miller, Lloyd P. Gerson, Hackett, 2006, <i>Introductory Readings in Ancient Greek and Roman Philosophy</i> (9781603847995)</li> <li>• Free E-book link: <a href="https://rug.on.worldcat.org/oclc/775301916">https://rug.on.worldcat.org/oclc/775301916</a></li> </ul>
<b>language</b>	English
<b>format</b>	Combined lecture/tutorial
<b>assessment</b>	<p>Written partial exam (essay questions)</p> <p>Written exam (essay questions)</p>

**prerequisites** None

**remarks** 1. Students are required to purchase the translations of the relevant texts, ideally before the course begins.  
See <https://tamernawar.weebly.com/teaching.html> for useful materials.  
2. All first year courses have weekly practicals that serve to improve the academic skills of the students, and to build learning communities in the propaedeutic phase. These practicals are closely related to the lectures and successful participation is required in order to complete the course.

1.

#### **40. HISTORY OF PHILOSOPHY 3: EARLY MODERN PERIOD**

**code** FI171GF3

**objectives** 1) Foster the ability to read complex argumentative texts from the past and understand technical terminology  
2) Foster the ability to detect and analyse arguments  
3) Acquire knowledge about key figures and debates in the history of Western early modern philosophy  
6) Foster the ability to write short philosophical pieces  
7) Develop methodological awareness about the issues and challenges involved in doing philosophy in a historically contextualized way

**contents** This course is an introduction to early modern philosophy (roughly from the late sixteenth to the mid eighteenth century). The period is regarded as a radical break from Aristotelian philosophy, which dominated the school philosophy of the medieval period. It is also considered to be the period in which modern science gains authority over knowledge claims, and when, more generally, 'modernity' is born. The course will focus on philosophical questions that were central to early modern discussions: how can we obtain reliable (and even certain) knowledge about the world? What kinds of things are out there? What is the nature of thought, and of ideas? What are persons? Time? Space? Each week, we read a short selection from the debates that ensued regarding such questions.

**coördinator** dr L. Georgescu

**lecturer** dr L. Georgescu

**programme** Ba Philosophy  
Bachelor Exchange Courses

**phase** Propedeuse

**period** Semester II a

**credits** 7.5 EC

**literature**

- Lisa Shapiro & Marcy Lascano , Early Modern Philosophy: An anthology (2021)
- Roger Ariew & Eric Watkins, Modern Philosophy: An anthology of primary sources (third edition) (2009)
- Complete bibliography on Brightspace

**language** English

**format** Lecture, seminar

**assessment** Individual assignments + seminar participation + final exam

**prerequisites** History of Philosophy 1 and History of Philosophy 2

**remarks** All first year courses have weekly practicals that serve to improve the academic skills of the students, and to build learning communities in the propaedeutic phase. These practicals are closely related to the lectures and successful participation is required in order to complete the course.

#### **41. HISTORY OF PHILOSOPHY 6: GLOBAL HERMENEUTICS**

**code** FI212GF6

**objectives**

- 1) Explore different ways in which the phenomenon of selfhood has been conceptualized, interpreted, and practiced across different times and cultures.
- 2) Analyze complex information derived from different kinds of sources, synthesizing materials, and develop an independent and critical interpretation of them.
- 3) Engage in live philosophical discussions within small and larger groups, advancing a shared conversation, distilling research questions, and connecting the materials discussed to one's own background and experience.

**contents** The course aims to explore a spectrum of possible ways of conceiving of the self, bringing to the foreground its metaphysical, philosophical, existential and soteriological implications. This spectrum is gathered from insights offered by various disciplines (including philosophy, cognitive science, anthropology, archaeology, psychology, religious studies, intellectual history, and contemplative practices) and by focusing on specific historical cultures (ancient India and Greece, the modern West). The resulting journey is a way of practicing hermeneutics, the art of understanding and interpreting experience in its multifarious manifestations (which include different genres of written texts, oral traditions, social structures and practices, various sorts and domains of experience, ideas and ideals). This form of hermeneutics is best understood as 'global hermeneutic' both because of its temporal and geographical scope, and because of its interest on a phenomenon so broad and deeply rooted as selfhood. The purpose of the journey is not only descriptive. Exploring the cross-cultural spectrum of possible ways of conceiving of the self invites the more existential question of whether any of these possibilities might offer resources for dealing with the tragedies of today's world, or maybe even saving it from some of them.

**coördinator** dr A. Sangiacomo

**lecturer** dr A. Sangiacomo

**programme** Ba Philosophy  
Bachelor Exchange Courses

**phase** Bachelor

**period** Semester I b

**credits** 7 EC

**literature**

- Andrea Sangiacomo, University of Groningen Press, 2023 open access: <https://doi.org/10.21827/63cfc0e9db70>, The Tragedy of the Self: Lectures on Global Hermeneutics

**language** English

**format** Lecture, Seminar/Tutorial

## Seminars and Lectures

The course will make use (in both seminars and lectures) of interactive methods to stimulate active learning and engagement with the materials.

**assessment** Written exams

**prerequisites** General knowledge of the history of philosophy (acquired through previous courses GF1-5, or minor)

## 42. HISTORY OF PPE

**code** FI174PPEH

**objectives** Upon completion of the course the student have:

- advanced knowledge and understanding of some key moments in the history of European PPE

Upon completion of the course the student are able to:

- explain and critically reflect on some key moments in the history of European PPE

- explain and critically reflect on the views of major philosophers including Aristotle, Hobbes, Hume, Smith and Marx, as well as more modern authors such as Keynes and Hayek.

- critically compare the contributions of these traditions and authors on debates concerning issues such as capital, class, consumption, democracy, equality, government, information, growth, justice, labour, market, money, paternalism, political authority, private property, society, taxation, trade, value, voting, wages, wealth

- report on research in an academically sound way both orally and in written form

**contents** While the name of 'PPE' dates back to the early 20th century, the combined study of philosophical, political and economic questions is at least as old as Plato and Aristotle, and today's PPE research frequently refers to these historical predecessors. Without aiming at providing an exhaustive historical survey, this course focuses on some key texts from the long history of PPE in Europe. We will look at some highly influential thinkers who have shaped current ideas and debates. Themes include Aristotle's ideas on political naturalism, Machiavelli on forms of government and 'Realpolitik', Hobbes' political philosophy and Hume's critique, Adam Smith's groundbreaking work on economics, Marx and Marxism, Ricardo's and Mill's ideas on capital and labor, and Keynes and Von Hayek on macro-economics and "social engineering". In this way we hope to deepen our understanding of some key debates in the 19th and 20th centuries about politics and governance, economic growth, structural and social change, capital and labour, uncertainty and private property, the state and democracy.

**coördinator** prof dr L.W. Nauta

**lecturer** prof dr L.W. Nauta, prof dr L.M. Herzog

**programme** Msc Philosophy, Politics and Economics

**phase** Master

**period** Semester I a  
**credits** 5 EC  
**literature** • Auteur, Titel (ISBN), prijs (schuin)  
**language** English  
**format** Lecture and discussion (combined)  
**assessment** To be announced

#### 43. HUMAN RIGHTS AND MINORITY RIGHTS

**code** FI234HMR  
**objectives** To be announced  
**contents** To be announced  
**lecturer** E.C.G. Akakpo PhD  
**programme** Ma Philosophy  
 Ma Philosophy and Education  
 Master Exchange Courses  
 Msc Philosophy, Politics and Economics  
 Researchmaster Philosophy  
**phase** Master  
**period** Semester II b  
**credits** 5 EC  
**literature** To be announced  
**language** English  
**format** t.b.a.  
**assessment** t.b.a.

#### 44. INTRODUCTION TO ETHICS

**code** FI200ITE  
**objectives** After concluding this course the student is able to:
 

- Explain ethical theories, arguments, and concepts
- Evaluate ethical theories, and arguments
- Apply ethical theories and concepts to moral issues
- Write and formulate arguments on a first year level

**contents** In this course we will first ask what the nature of morality is. What is the meaning of moral claims? When can we consider them to be justified? Are there absolute moral rules, or are they relative to a culture or individual? Second, we will discuss different perspectives on how moral decisions can be made, and what it means to be responsible for what one does. Lastly, we will consider how these different perspectives might give us guidance on a number of contemporary moral issues.

**coördinator** dr D.D. Brandenburg  
**lecturer** dr D.D. Brandenburg  
**programme** plaats hier 'Part of'  
**phase** University-level Minor  
**period** Semester I b  
**credits** 5 EC

<b>literature</b>	<ul style="list-style-type: none"> <li>James Rachels &amp; Stuart Rachels, <i>The Elements of Moral Philosophy</i> (6th edition or later editions)</li> <li>The links to further obligatory readings will be made available in the course guide</li> </ul>
<b>language</b>	English
<b>format</b>	Weekly lecture
<b>assessment</b>	Assignments, midterm, and final exam
<b>prerequisites</b>	None

#### 45. KANT'S CRITIQUE OF PURE REASON

<b>code</b>	FI193KC
<b>objectives</b>	The student can independently read and understand difficult passages from Kant's main work <i>Critique of Pure Reason</i> . The student is acquainted with central ideas Kant develops in his critical philosophy and is capable of articulating those in a paper written in academic style.
<b>contents</b>	Kant's (1724-1804) <i>Critique of Pure Reason</i> (1781/1787) profoundly influenced the course of western philosophy. Through his so-called 'Copernican turn' Kant centralizes the human mind in determining the structure of knowledge and the knowable world. By conceptualizing knowledge as a cooperation of the faculties of sensibility and understanding, Kant challenges both the proof structures of rationalist philosophers before him as well as the scepticism of Humean empiricism. At the same time, his critical philosophy seeks to assign the problems of practical philosophy to their proper domain. In this course, we study Kant's influential <i>Critique of Pure Reason</i> by reading a selection of the most important sections.
<b>coördinator</b>	dr C. van Mazijk
<b>lecturer</b>	dr C. van Mazijk
<b>programme</b>	Bachelor Exchange Courses Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>Kant's <i>Critique of Pure Reason</i> (syllabus)</li> </ul>
<b>language</b>	English
<b>format</b>	Lectures
<b>assessment</b>	Written assignment
<b>prerequisites</b>	None

#### 46. KANT'S REVOLUTION IN PHILOSOPHY

<b>code</b>	FI234KR
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To understand Kant's conception of reason and its significance for further philosophical developments</li> <li>To be able to reconstruct and assess Kant's arguments regarding the existence of God, the possibility of freedom, and the systematicity of knowledge, among others</li> </ul>
<b>contents</b>	In this course, we explore Kant's conception of reason. Working in a

landscape dominated by a contentious disagreements on foundational metaphysical questions about God, the soul, and human freedom, Kant's revolutionary insight was that we must first of all subject reason itself to a critique in order to determine whether we are able to have insight into such questions at all. As is well-known, the outcome of Kant's critique was that such metaphysical questions lie beyond the bounds of human reason, and that our knowledge is restricted to the phenomenal world.

We will seek to answer the question: given Kant's limitation of reason, what positive role, according to him, is left for it in philosophical enquiry? Drawing on the first and second Critiques, we will cover the following topics: Kant's conception of theoretical reason in its constitutive vs. its regulative use, the nature of practical reason and its ability to answer metaphysical questions, and the relation between the practical and the theoretical realms.

<b>lecturer</b>	P. Reichl
<b>programme</b>	Ma Philosophy Ma Philosophy and Education Researchmaster Philosophy Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Immanuel Kant, Critique of Pure Reason, Cambridge Edition (9780521657297)</li> <li>• Immanuel Kant , Practical Philosophy, Cambridge Edition (9780521654081)</li> </ul>
<b>language</b>	English
<b>format</b>	Seminar
<b>assessment</b>	Essay and seminar participation
<b>prerequisites</b>	None

#### 47. LATIN AMERICAN PHILOSOPHY: PHILOSOPHY OF LIBERATION

<b>code</b>	FI234LA
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To gain an understanding of 20th century Latin American philosophy;</li> <li>- To understand its relation to major figures in European philosophy on the one hand, and to neighbouring disciplines such as theology and sociology on the other;</li> <li>- To be able to contextualist and assess positions by Latin American philosophers on topics such as metaphilosophy, colonialism, and modernity, among others.</li> </ul>
<b>contents</b>	In this course, we focus on 20th century Latin American philosophy. We will take a historical approach, focussing on the development of perhaps the most important philosophical current to come out of the continent, the 'Philosophy of Liberation', and will study thinkers such as Leopoldo Zea, Enrique Dussel, and Santiago Castro-Gomez. Specific topics we will cover include the metaphilosophical debate over whether a



genuinely Latin American philosophy is possible, the reception of thinkers such as Hegel and Fanon, and the discussion on the nature of 'modernity' in Latin America.

<b>lecturer</b>	P. Reichl
<b>programme</b>	Ma Philosophy Ma Philosophy and Education Msc Philosophy, Politics and Economics Researchmaster Philosophy Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	• No literature
<b>language</b>	English
<b>format</b>	Seminar
<b>assessment</b>	Essay
<b>prerequisites</b>	None

#### 48. LOGICA EN ARGUMENTATIETHEORIE

**vakcode** FI151LAT

**doel** Na afloop van de cursus heeft de student:

1. een overzicht van de formele logica
2. een overzicht van de argumentatietheorie

en kan de student:

3. zinnen, redeneringen en betogen analyseren
4. symbolismen leren hanteren
5. de logische kwaliteit van redeneringen en argumentaties beoordelen
6. formele deducties maken
7. drogredenen analyseren
8. een argumentatief, filosofisch essay schrijven

**inhoud** De cursus bestaat uit een deel formele logica en een deel argumentatietheorie.

In het deel over formele logica worden eerst enkele kernbegrippen van de logica worden uitgelegd, zoals redenering, geldigheid, bewijs en tegenvoorbeeld. Daarna komen de propositielogica en de predikatenlogica aan de orde. Tijdens de werkcolleges worden oefeningen gemaakt met gebruik van o.a. het computer-leerprogramma Tarski's World en met software voor bewijzen in Fitch. Deelname aan de werkcolleges is verplicht.

In het deel over argumentatietheorie bespreken we: de samenhang tussen argumentatie en discussie; methoden voor het analyseren van een complex (wetenschappelijk en filosofisch) betoog; het begrip "drogreden"; de typologie van drogredenen; benaderingen van rechtvaardigingskracht; de rol van argumenteren in publieke discussie. We gebruiken software om te experimenteren met zelf te ontwerpen online discussieprocedures.

**coördinator** dr B.P. Kooi

<b>docent</b>	dr J.A. van Laar, dr B.P. Kooi
<b>programma</b>	Ba Filosofie
<b>fase</b>	Propedeuse
<b>periode</b>	Semester I b
<b>studielast</b>	7.5 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>• David Barker-Plummer, John Barwise en John Etchemendy CSLI Publications, 2011, Language, Proof and Logic (978-1-57586-632-1)</li> <li>• Digital Reader "Argumentatietheorie"</li> </ul>
<b>taal</b>	Nederlands
<b>vorm</b>	Hoorcollege, werkcollege, workshop, computer practical
<b>toets</b>	Deeltentamen(s), essay, huiswerktentamen, schriftelijk tentamen
<b>entree</b>	Geen
<b>opm</b>	Ieder eerstejaars vak heeft wekelijkse practica, die tot doel hebben de academische vaardigheden van studenten te verbeteren, en leergemeenschappen te vormen in de propedeutische fase. De practica sluiten qua inhoud aan bij dit vak en succesvolle deelname is verplicht om het vak te kunnen halen.

#### 49. LOGICA EN KENLEER

**vakcode** FI202LK

**doel**

- Studenten ontwikkelen vaardigheid in het herkennen en aangeven van het paradoxale karakter van bepaalde argumentaties en inzicht in de mogelijke benaderingen voor het oplossen van een paradox.
- Daarnaast ontwikkelen studenten vaardigheid in elementaire verzamelingenleer en passen die toe in de semantiek van de eerste-orde predicatenlogica en de semantiek van de epistemische logica.
- Tot slot nemen zij kennis van centrale onderwerpen in de kenleer. Zij zijn in staat om de formele technieken die gebruikt worden bij de analyse van begrippen uit de kenleer, zinvol toe te passen.

Tot die technieken behoren in elk geval de waarschijnlijkheidsleer en de besliskunde. Daarnaast maken studenten kennis met begrippen uit de statistiek en de sociale epistemologie.

**inhoud** In deze cursus worden een aantal paradoxen gepresenteerd die een belangrijke rol in de geschiedenis van de filosofie hebben gespeeld. We gaan kijken naar verzamelingtheoretische, semantische en epistemische paradoxen. We zullen leren wat de ingrediënten zijn van een paradox en met welke strategieën een paradox te lijf kan worden gegaan.

Om de verzamelingtheoretische paradoxen goed te begrijpen gaan we aan de slag met elementaire verzamelingenleer. Die verzamelingenleer passen we vervolgens toe bij de semantiek van de eerste-orde logica en de semantiek van de epistemische logica, die weer een rol spelen bij het begrijpen van semantische en epistemische paradoxen.

In deze cursus wordt daarnaast een groot onderzoeksgebied in de kenleer ontsloten. We introduceren filosofische theorieën over hoe, in de wetenschap en daarbuiten, overtuigingen, en uiteindelijk kennis, tot stand komen. Daarbij besteden we aandacht aan onzekere overtuigingen,

confirmatie, sociale epistemologie, statistische redeneringen, en oorzakelijkheid.

De discussies hierover worden veelal gevoerd aan de hand van wiskundige modellen. In het college worden zodoende ook een aantal formele methoden geïntroduceerd. Centraal staan daarbij de waarschijnlijkheidsleer en de besliskunde.

<b>coördinator</b>	dr B.P. Kooi
<b>docent</b>	prof dr J.W. Romeijn, dr B.P. Kooi
<b>programma</b>	Ba Filosofie
<b>fase</b>	Bachelor
<b>periode</b>	Semester II a
<b>studielast</b>	7 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>• David Barker-Plummer, Jon Barwise and John Etchemendy, Stanford 2011: CSLI Publications, Language, Proof and Logic (Second Edition)</li> <li>• Reader met teksten (beschikbaar in de bibliotheek)</li> </ul>
<b>taal</b>	English
<b>vorm</b>	Hoorcollege, werkcollege
<b>toets</b>	Schriftelijk tentamen (Schriftelijke opdrachten met begeleiding tijdens het werkcollege en een schriftelijk tentamen)
<b>entree</b>	'Logica en argumentatief' of 'Reasoning and Arguing' 'Ken- en wetenschapsleer 1' of 'Wetenschapsfilosofie Minor'

## 50. LOOPY MINDS

<b>code</b>	FI224LM
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Students have knowledge about the topics dealt with in the course and are capable to use this knowledge in speech and in writing</li> <li>- Students are able to give their informed opinion on the topics dealt with in the course in speech and in writing</li> <li>- Students are able to read and understand, on their own, other texts that relate to these topics</li> </ul>
<b>contents</b>	<p>4E cognition is a popular label for philosophical and empirical research on the mind viewed as Embodied, Embedded, Enactive and Extended. Such approaches are increasingly popular and influential as the 940 pages "Oxford Handbook of 4E Cognition" testifies. These four E's label different claims, ideas and fields that only partly overlap and even contradict one another at times. Nevertheless, they also fit together and have now grown into a successful philosophical and empirical domain. This course will address a cluster of ideas that are central to binding this diverging set of ideas and forms of research together. This cluster consists of various forms of reciprocal interaction constituting different loop-like phenomena and principles, such as coupling, cycles, circles and closure. Specifying the roles played by various loop-like organizations clarifies what holds 4E cognition together and shows how they help to understand the mind.</p>
<b>coördinator</b>	dr F.A. Keijzer

<b>lecturer</b>	dr F.A. Keijzer
<b>programme</b>	Ma Philosophy Ma Philosophy and Education Researchmaster Philosophy Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Papers that are available electronically through SmartCat from the library of the University of Groningen.</li> </ul>
<b>language</b>	English
<b>format</b>	Combined lecture/tutorial
<b>assessment</b>	Individual assignment; essay
<b>prerequisites</b>	None
<b>remarks</b>	Some knowledge and training in philosophy of mind and/or cognitive science will be assumed.

## 51. MASTER GRADUATION PROJECT PRACTICAL PROFILE

<b>code</b>	FI234INT
<b>objectives</b>	<p>The Graduation Project of the Practical Profile has a.o. the following aims:</p> <ol style="list-style-type: none"> <li>1. gain labour-market experience as a philosopher outside a faculty of philosophy (internship);</li> <li>2. be able to reflect on one's own motivations and ambitions regarding the personal design of the study programme (position paper);</li> <li>3. be able to independently execute a substantial piece of philosophical research and report on this in writing (Master's thesis).</li> <li>4. Be able to contribute in an original manner to a philosophical discipline and report also orally on different aspects of the thesis (Master's thesis).</li> </ol>
<b>contents</b>	<p>The Graduation Project (mandatory, 25 ECTS) is the capstone of the degree programme. The Graduation project of the Practical Profile comprises three parts:</p> <ol style="list-style-type: none"> <li>1. Internship and internship report: the internship and the thesis are related, or the thesis even results from the internship;</li> <li>2. Master's Thesis Course and Master's Thesis;</li> <li>3. Position paper, comprising a starting document and a final report in which the student reflects on the own motivations and ambitions for the personal design of their study programme.</li> </ol> <p>To grasp do's and don'ts of a graduation project it is strongly recommended that the student gets in touch with the internship coordinator and, preferably, also the thesis supervisor, at an early stage.</p>
<b>coördinator</b>	dr M. Pauly
<b>lecturer</b>	Y. Karseboom MA, dr B.T.F. Jespersen
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education
<b>phase</b>	Master
<b>period</b>	Semester II

<b>credits</b>	25 EC
<b>literature</b>	• No literature
<b>language</b>	Dutch, English
<b>format</b>	Internship, Thesis, Peer review
<b>assessment</b>	Thesis, Internship report, Portfolio Scriptie, stageverslag
<b>remarks</b>	The Master's Thesis Course is mandatory and is offered both in Semester I and Semester II. Please note that each edition of the Thesis course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

## 52. MASTER GRADUATION PROJECT THEORETICAL PROFILE

<b>code</b>	FI234SHTH
<b>objectives</b>	The Graduation Project of the Theoretical Profile has a.o. the following aims: <ol style="list-style-type: none"> <li>1. to gain in-depth (theoretical) knowledge of a philosophical discipline (specialisation electives);</li> <li>2. be able to reflect on one's own motivations and ambitions regarding the personal design of the study programme (position paper);</li> <li>3. be able to independently execute a substantial piece of philosophical research and report on this in writing (Master's thesis).</li> <li>4. Be able to contribute in an original manner to a philosophical discipline and report also orally on different aspects of the thesis.</li> </ol>
<b>contents</b>	The Graduation Project (mandatory, 25 ECTS) is the capstone of the degree programme. The Graduation project of the Theoretical Profile comprises three parts: <ol style="list-style-type: none"> <li>1. Two specialisation electives that relate to the domain of the thesis (10 ECTS);</li> <li>2. Position paper, comprising a starting document and a final report in which the student reflects on the own motivations and ambitions for the personal design of their study programme;</li> <li>3. Master's Thesis Course and Master's Thesis (15 ECTS).</li> </ol> To grasp do's and don'ts of a graduation project it is strongly recommended that the student gets in touch with the programme coordinator and, preferably, also the thesis supervisor, at an early stage.
<b>lecturer</b>	Y. Karseboom MA, dr B.T.F. Jespersen
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education
<b>phase</b>	Master
<b>period</b>	Semester II
<b>credits</b>	25 EC
<b>literature</b>	• No literature
<b>language</b>	Dutch, English
<b>format</b>	Seminar/Tutorial, Self/individual study, Thesis
<b>assessment</b>	Thesis, Portfolio, Essay

**remarks** The Master's Thesis Course is mandatory and is offered both in Semester I and Semester II. Please note that each edition of the Thesis course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

### 53. MARX AND CONTEMPORARY POLITICAL PHILOSOPHY

**code** FI194TS

**objectives** After completing this course, you will be able to  
 explain and assess the principal arguments in Marx's capital  
 contrastively explain Marxist and non-Marxist approaches to questions of justice, exploitation, the state, and ideology  
 identify and formulate philosophical questions  
 formulate philosophical arguments of your own  
 develop a philosophical argument over the course of a short essay

**contents** The work of Marx offers a perspective on questions of justice and politics that is distinctive from most contemporary mainstream political theory. Rather than focusing merely on the distributive effects of economic activities, Marx has famously raised the question of how to think of the way in which societies organize their reproduction as a system through a specific structure — in particular, focusing on capitalism as a structure of social domination. In this course — which does not presuppose any detailed knowledge of Marx — we will examine the central elements of Marx's theory as laid out in his main works, such as Capital, as well as consider the relationship between Marxism and contemporary egalitarian liberalism, libertarianism and republicanism, relating to topics such as exploitation, ideology and the critique of morality. We will also consider the work of significant post-Marxist political theorists on the nature of the state and politics, and finally consider the question of whether Marxian thought offers any conception of politics that is a serious competitor in contemporary political philosophy. As most students will not have much previous knowledge of Marx, there is an expectation towards students in this course to do a substantial amount of reading.

**coördinator** dr U.T.R. Stahl

**lecturer** dr U.T.R. Stahl

**programme** Ma Philosophy, Elective  
 Ma Philosophy and Education, Elective  
 Msc Philosophy, Politics and Economics, Elective  
 Researchmaster Philosophy, Elective  
 Master Exchange Courses, Elective

**phase** Master

**period** Semester I b

**credits** 5 EC

**literature** • Marx, Karl, Capital, Volume I, Penguin edition(0140445684)

**language** English

**format** Seminar, debate, presentation, self-study

**assessment** Presentation, written assignment, essay

**prerequisites** Knowledge about the major theories of political philosophy

#### 54. MASTER THESIS COURSE 1

**code** FI194TH1

**objectives** In the MA thesis course, students demonstrate

- their ability to carry out research independently in the field of philosophy, or in the philosophy of a specific discipline, and to produce a written report of the research
- that they possess sufficient knowledge, understanding and skills in the field of philosophy or in the philosophy of a specific discipline to take part independently in an academic discussion
- their ability to formulate and delineate a problem
- their ability to gather, study, evaluate and organize relevant material
- their ability to choose and justify an appropriate research method
- their ability to formulate a clear and systematic argument
- their ability to apply bibliographical skills
- their ability to draw conclusions from their own research
- their ability to make a contribution to the discipline
- their ability to communicate orally about the various aspects of the thesis.

**contents** In self-regulated groups of about 3 persons, under guidance of the MA thesis course coordinators, participants give each other feedback on work in progress. After the process of peer-review, which is aimed at improving the thesis in its structure, grammar and spelling, the draft will be submitted to the supervisor. This is a staff member responsible for supervising the student with regard to the content of the thesis. MA thesis course coordinators provide support throughout the process, and provide resources on various aspects of doing research and writing a thesis, including: How to develop an appropriate research question? Where to find the relevant literature? How to explain philosophical jargon? How to develop a practical planning?

**coördinator** Y. Karseboom MA

**lecturer** Y. Karseboom MA, dr B.T.F. Jespersen

**programme** MA Philosophy, Science and Humanities, Ma Philosophy, Ma Filosofie en Educatie, Ma Philosophy, Politics and Economics, Ma Research Master Philosophy

**phase** Master

**period** Semester I

**credits** Variable

**language** English

**format** Seminars/Workshop

**assessment** Peer-review

**remarks** Small peer-review groups that plan and report their own meetings

#### 55. MASTER THESIS COURSE 2

**code** FI194TH2

**objectives** In the MA thesis course, students demonstrate

- their ability to carry out research independently in the field of philosophy, or in the philosophy of a specific discipline, and to produce a written report of the research
- that they possess sufficient knowledge, understanding and skills in the field of philosophy or in the philosophy of a specific discipline to take part independently in an academic discussion
- their ability to formulate and delineate a problem
- their ability to gather, study, evaluate and organize relevant material
- their ability to choose and justify an appropriate research method
- their ability to formulate a clear and systematic argument
- their ability to apply bibliographical skills
- their ability to draw conclusions from their own research
- their ability to make a contribution to the discipline
- their ability to communicate orally about the various aspects of the thesis.

<b>contents</b>	In self-regulated groups of about 3 persons, under guidance of the MA thesis course coordinators, participants give each other feedback on work in progress. After the process of peer-review, which is aimed at improving the thesis in its structure, grammar and spelling, the draft will be submitted to the supervisor. This is a staff member responsible for supervising the student with regard to the content of the thesis. MA thesis course coordinators provide support throughout the process, and provide resources on various aspects of doing research and writing a thesis, including: How to develop an appropriate research question? Where to find the relevant literature? How to explain philosophical jargon? How to develop a practical planning?
<b>coördinator</b>	Y. Karseboom MA
<b>lecturer</b>	Y. Karseboom MA, dr B.T.F. Jespersen
<b>programme</b>	MA Philosophy, Science and Humanities, Ma Philosophy, Ma Filosofie en Educatie, Ma Philosophy, Politics and Economics, Ma Research Master Philosophy
<b>phase</b>	Master
<b>period</b>	Semester II
<b>credits</b>	Variable
<b>language</b>	English
<b>format</b>	Peer-review
<b>assessment</b>	-
<b>remarks</b>	Small peer-review groups that plan and report their own meetings

## 56. MASTERS'S THESIS PPE

<b>code</b>	FI174S15
<b>objectives</b>	In the Master's thesis, students demonstrate their ability to carry out research independently in the field of PPE and to produce a written report on their research. They show that they possess sufficient knowledge, understanding and skills in the field of PPE to take part in an academic discussion and make a contribution to the discipline. Students show they are able to formulate and delimit a problem, and that they can gather, study, evaluate and structure relevant material as well



as choose and substantiate a suitable research method and formulate a clear and systematic argument. Students demonstrate their ability to draw conclusions from their own research; to apply bibliographical skills and to communicate orally as well as in writing on the various aspects of the thesis.

**coördinator** Y. Karseboom MA

**lecturer** dr B.T.F. Jespersen, Y. Karseboom MA

**programme** Msc Philosophy, Politics and Economics

**phase** Master

**period** Semester II a / II b

**credits** 15 EC

**language** English

**remarks** Please note that the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. The Thesis Course is also offered in Semester I.

In order not to miss any announcement about this meeting, it is important to timely enroll for the master's thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

## 57. MASTER'S THESIS PSH

**vakcode** FI204S15

**doel** In the Master's thesis, you demonstrate:

- your ability to carry out research independently in the field the philosophy of your scientific or scholarly discipline, and to produce a written report of the re-search;
- that you possess sufficient knowledge, understanding and skills in the field of the philosophy of scientific or scholarly discipline to take part independently in an academic discussion;
- your ability to formulate and delineate a problem;
- your ability to gather, study, evaluate and organize relevant material;
- your ability to choose and justify an appropriate research method;
- your ability to formulate a clear and systematic argument;
- your ability to apply bibliographical skills;
- your ability to draw conclusions from their own research;
- your ability to make a contribution to the discipline;
- your ability to communicate orally about the various aspects of the thesis

**coördinator** Y. Karseboom MA

**docent** dr B.T.F. Jespersen, Y. Karseboom MA

**programma** Ma Philosophy, Science and Humanities

**fase** Master

**periode** Semester II

**studielast** 15 EC

**taal** Nederlands

**vorm** Self/individual study

**opm** The Master's Thesis Course is also being offered in Semester I. Please

note that each edition of the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the master's thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

### 58. MASTER'S THESIS RM

**vakcode** FI045THE

**coördinator** Y. Karseboom MA

**docent** dr B.T.F. Jespersen, Y. Karseboom MA

**programma** Researchmaster Philosophy

**fase** Master

**periode** Semester II

**studielast** 25 EC

**literatuur** • Auteur, Titel (ISBN), prijs (schuin)

**taal** Nederlands

**opm** The Thesis Course is also offered in Semester I. Please note that each edition of the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the master's thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

### 59. METAETHICS

**vakcode** FI202ME

**doel** Detailed knowledge of concepts, arguments and positions in (contemporary) metaethics.

**inhoud** Are moral judgements emotions or beliefs that can be correct and incorrect? Are there facts about what is good and evil? Are those facts relative or absolute? How might we acquire knowledge of morality? These are metaethical questions. This course provides an overview of the most prominent positions and arguments in metaethics. It covers non-cognitivism, relativism, naturalism, non-naturalism and error theory, amongst other things.

**coördinator** dr H.W.A. Evers

**docent** prof dr B. Streumer, dr H.W.A. Evers

**programma** Ba Philosophy

**fase** Ba

**periode** Semester II a

**studielast** 7 EC

**literatuur**

- Additional readings will be announced in the syllabus
- What Is This Thing Called Metaethics, Matthew Chrisman (2017), first edition, Oxford: Routledge

**taal** Nederlands

**vorm** Lecture, seminar

**toets** essay

**entree** Ethics 1, Good and Evil: Introduction to Ethics

## 60. METHODS OF PPE

**code** FI174PPEM

**objectives** Students gain insight in a number of key methods in PPE research. They are able to critically assess these methods and apply them judiciously in a variety of domains of application.

**contents** The course covers research tools for decision-making and interpreting evidence for the purposes of public policy. It covers causal modeling and impact assessment, as well as a range of decision-theoretic techniques including social choice theory, and methods for dealing with uncertainty in scientific evidence.

**lecturer** dr L. Henderson

**programme** Msc Philosophy, Politics and Economics

**phase** Master

**period** Semester I b

**credits** 5 EC

**literature** • A list of readings will be made available on Brightspace.

**language** English

**format** Combined lecture / tutorial

**assessment** Written exam

## 61. MODERNITY AND RELIGION

**code** FI213SG

**objectives**

- Obtain knowledge of the philosophical background of debates on secularization and post-secularism;
- Analyze paradigmatic debates on the nature of secularization and modernity in continental philosophy;
- Problematize historical-philosophical narratives on secularization and modernity;
- Analyze the role of essentially contested concepts and value judgements in these debates;
- Critically assess one of these debates in a well-argued and structured essay.

**contents** In this course we will study the philosophical problem of secularization: the nature and status of (western) modernity vis-à-vis its religious 'other'. We will do so by looking at some important debates from the history of continental philosophy.

In the introduction class we will briefly discuss key background figures such as Nietzsche and Weber. The rest of the classes focus on influential voices in philosophical debates on secularization, such as Karl Löwith, Hans Blumenberg and Carl Schmitt – from the German secularization debate – and Charles Taylor, Marcel Gauchet and Jürgen Habermas – from the more contemporary debate on postsecularism.

What is at stake in these debates are philosophical questions, such as: how must 'secularization' be understood, as the removal or transformation of religion, and what is the status of modernity vis-à-vis

its religious past, i.e., is it a radical new beginning or is modernity somehow indebted to religion? But also more 'practical' or societal questions, like: is the role of religion in society and politics diminishing or can we see an unexpected return of religion, e.g. in new forms of spirituality? And what is the proper place of religion with regard to the public/private divide? Rather than supplying clear-cut answers to these questions we will critically reflect on earlier attempts at answering them and investigate why any answer will prove to be contestable.

<b>coördinator</b>	dr S.L.V. Griffioen
<b>lecturer</b>	dr S.L.V. Griffioen
<b>programme</b>	Ba Philosophy, Elective Bachelor Exchange Courses, Elective
<b>phase</b>	Bachelor
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	• Reader
<b>language</b>	English
<b>format</b>	Combined lecture / tutorial
<b>assessment</b>	Written assignment, paper There will be one take home exam (written assignment) half-way the course, and a final paper at the end.
<b>prerequisites</b>	Bachelor Philosophy, year 1 and 2. Philosophy of a Specific Discipline: general knowledge of important themes in continental philosophy (History of Philosophy I and II completed).

## 62. MONDELINGE FILOSOFISCHE VAARDIGHEDEN

<b>vakcode</b>	FI202MV
<b>doel</b>	Na afloop van de cursus kan de student: <ul style="list-style-type: none"> <li>- De relatie uitleggen tussen filosofie en presenteren/gespreksvoering.</li> <li>- Filosofische stof en een eigen standpunt op een aantrekkelijke en heldere manier presenteren aan algemeen publiek.</li> <li>- Kritisch naar de eigen presentatie- en gespreksvaardigheden kijken, verbeterpunten formuleren en deze doorvoeren.</li> <li>- Constructieve feedback geven op de presentatie- en gespreksvaardigheden van medestudenten.</li> </ul>
<b>inhoud</b>	Naast het schrijven behoren presenteren en gespreksvoering tot de kernvaardigheden van de filosoof. Binnen de filosofie bestaat dan ook zowel een traditie van presenteren als van gespreksvoering, die is terug te voeren tot de Klassieke Oudheid. In deze cursus nemen studenten kennis van deze tradities en ontwikkelen zij hun mondelinge filosofische vaardigheden. In het eerste blok komen verschillende facetten van een goede presentatie naar voren. Hoe verhouden de filosofie en de retorica zich tot elkaar? Waar moet je allemaal op letten wanneer je als filosoof een presentatie geeft over een filosofisch onderwerp? Na de inleidende hoorcolleges geven de studenten twee keer individuele presentaties binnen kleine groepen en krijgen zij commentaar van de docenten en de

medestudenten.

In het tweede blok staat het voeren van een filosofische discussie centraal. We simuleren een filosofische conferentie waarin groepen studenten presentaties houden en debat voeren. Hierin zullen we ons niet alleen richten op presentatievaardigheden maar vooral ook op discussievaardigheden. Hoe stel je een goede filosofische vraag, en hoe beantwoord je deze? Hoe zorg je er voor dat een discussie constructief blijft en ordelijk verloopt? De studenten oefenen deze vaardigheden tijdens de conferentiesessies, en ontvangen na afloop feedback van de docenten en medestudenten.

**coördinator** dr S.L.V. Griffioen

**docent** dr S.L.V. Griffioen, Y. Karseboom MA

**programma** Ba Filosofie

**fase** Bachelor

**periode** Semester I

**studielast** 2 EC

**literatuur** • reader

**taal** Nederlands

**vorm** Presentatie, discussie

In het eerste kwartaal geven de studenten individueel twee presentaties. In het tweede kwartaal geven de studenten in groepsverband een presentatie en voeren een discussie met medestudenten,.

**toets** Presentatie, deelname seminar, verplichte aanwezigheid  
Dit tweedejaars vaardigheidenvak wordt beoordeeld met een voldoende/onvoldoende.

### 63. NONHUMAN AND HUMAN MINDS

**code** FI213FK

**Objectives**

- Students have knowledge about the topics dealt with in the course and are capable to use this knowledge in speech and in writing.
- Students are able to give their informed opinion on the topics dealt with in the course in speech and in writing.
- Students are able to read and understand, on their own, other texts that relate to these topics.

**contents** Current discussions on the nature of mind have moved beyond an anthropocentric view in various ways. Enactive approaches made the point that perception and bodily action are central to mental processes. Biological and cognitive research established that all organisms – including bacteria, plants and fungi – exhibit capacities such as perception, memory, decision-making, valuing and action, which are often used to signal the presence of cognition and mind in humans. Finally, philosophical work on consciousness has expanded deeply into the animal kingdom, where philosophers try to determine whether ants, lobsters and octopuses are conscious or not. This course will introduce the developments that are now widening our conception of mind to include nonhuman cases and reflect on the repercussions of these developments for understanding the human mind.

<b>coördinator</b>	dr F.A. Keijzer
<b>lecturer</b>	dr F.A. Keijzer
<b>programme</b>	Ba Philosophy, Elective Bachelor Exchange Courses, Elective
<b>phase</b>	Bachelor
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	Papers that are available electronically through SmartCat from the library of the University of Groningen.
<b>language</b>	English
<b>format</b>	Combined lectures/tutorials
<b>assessment</b>	Individual assignment; essay
<b>prerequisites</b>	Some knowledge about philosophy of mind and/or philosophy of cognitive science will be assumed.

#### 64. PHILOSOPHICAL INTERVENTIONS IN CURRENT ISSUES

<b>code</b>	FI234MP
<b>objectives</b>	At the end of the course students should be able to intervene philosophically into a current issue. This requires: acquaintance with philosophical ideas, relevant for this issue becoming familiar with different types of philosophical interventions: - different products (opinion article for newspaper, policy report, video, etc.) - different philosophical styles (analytical-conceptual, historical, ethnographic, etc.) - clear philosophical argumentation and writing for a non-philosophical public - learning to do research concerning a current issue (under supervision)
<b>contents</b>	Students choose a philosophical topic which forms the basis for a societal intervention. Topic and form of the intervention can be freely chosen. Students explore the societal terrain where they want to intervene and in parallel do the necessary philosophical research for their intervention. Most of the class sessions will consist of a discussion of the progress of students' interventions with coaching by the teacher and other students.
<b>coördinator</b>	dr M. Pauly
<b>lecturer</b>	dr M. Pauly
<b>programme</b>	Ma Philosophy, Option group A Ma Philosophy and Education, Option group A
<b>phase</b>	Ma
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	• Will be made available
<b>language</b>	English
<b>format</b>	Seminar
<b>assessment</b>	Portfolio

## 65. PHILOSOPHICAL PROBLEMS AND LOGICAL SOLUTIONS

<b>code</b>	F1183BK
<b>objectives</b>	<p>The aim of this course is that at the end of the course students will: Be able to describe the main philosophical problems associated with first-order modal logic, namely:</p> <ul style="list-style-type: none"> <li>- Parmenides' problem of Non-Being (Frege, Russell, Meinong)</li> <li>- Frege's puzzle and the Electra paradox (Frege, Wittgenstein, Kripke)</li> <li>- Rigid designators and the meaning of names and descriptions (Russell, Quine, Hintikka, Stalnaker)</li> </ul> <p>Master the formal techniques used to tackle these problems, namely:</p> <ul style="list-style-type: none"> <li>- Set theoretic semantics for first-order modal logic</li> <li>- Semantic tableaux for first-order modal logic</li> <li>- Predicate abstraction</li> </ul> <p>Form their own opinion on the matter to what extent the approaches discussed in the course to the philosophical problems discussed in the course are adequate</p>
<b>contents</b>	<p>This course focusses on the book First-order Modal Logic by Melvin Fitting and Richard Mendelsohn. First-order modal logic is technically challenging, and faces lots of philosophical problems, such as:</p> <ul style="list-style-type: none"> <li>- Parmenides' problem of Non-Being: Can we speak and think about things that do not exist in a sensible way? If so, what then are we thinking and speaking of? If not, what do we mean when we say that Santaclaus does not exist?</li> <li>- Frege's problem: how can we best express that "the Morning Star equals the Evening Star" has a different meaning than "The Morning Star is the Morning Star", while we also think that both terms designate Venus?</li> <li>- The distinction between De Re and De Dicto: when you say that the president will once be a woman, you do not mean that Trump will one day be a woman, but when you say that the president minister will one day be impeached you are talking about Trump. How can we formally distinguish these two meanings of "prime minister"?</li> </ul> <p>In the book these problems are tackled in technically sophisticated and philosophically well thought out ways.</p>
<b>coördinator</b>	dr B.P. Kooi
<b>lecturer</b>	dr B.P. Kooi
<b>programme</b>	Bachelor Exchange Courses, Elective Ba Philosophy, Elective
<b>phase</b>	Bachelor
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• First-Order Modal Logic, M. Fitting and R.L. Mendelsohn (1998) // Springer (0-7923-5335-8) € 100,00</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture
<b>assessment</b>	Homework and written exam

**prerequisites** Propositional logic, first-order logic, set theory

## 66. PHILOSOPHY BEYOND ACADEMIA

**code** FI224PA

**objectives**

- Students get an overview of the different ways in which philosophy can manifest itself outside of the academic world.
- Students develop ideas about the role philosophy can play in their own future lives after the MA program is completed.
- Students get an understanding of the philosophical skills, topics and authors needed for that future.

**contents** This course will bring all students of the MA program in Philosophy together. The course will showcase different perspectives on and application areas of philosophy. These may include the arts, intellectual life, journalism, consulting, government, NGO & activism, coaching, teaching and other areas. Via readings and guest speakers, students will be introduced to several of these areas. Students will investigate in which of these areas they see as relevant for their own future. Students write the first version of their Position Paper.

**coördinator** dr M. Pauly

**lecturer** dr M. Pauly

**programme** Ma Philosophy, Mandatory  
Ma Philosophy and Education, Mandatory

**phase** Master

**period** Semester I a

**credits** 5 EC

**literature** • Will be made available

**language** English

**format** Seminar

**assessment** Written assignments, presentations, project work

## 67. PHILOSOPHY OF AI AND COGNITION

**code** FI203AI

**objectives** After this course, the students will be able to identify and explain a range of philosophical problems related to AI, to read and understand primary texts in the field of philosophy of AI and cognition, and to develop informed arguments based on the literature.

**contents** The fields of artificial intelligence (AI) and cognitive science have been closely connected from the start. Cognitive science emerged in the 1950s as a project to provide a scientific, computational account of the human mind, whereas one of the aims of artificial intelligence has been to build systems that think like humans (or better). Therefore, notions such as 'intelligence', 'cognition' or 'thinking' are central to both fields. Both fields continue to thrive, but in recent years, we have especially witnessed an explosive growth of AI technology: AI is used for medical diagnosis, for composing music, for self-driving cars, and is becoming increasingly important for society.

The study of AI and cognition involves many deeply philosophical



questions: Can machines think and become conscious? What are the limits of AI? What is cognition or thinking? What can AI tell us about human cognition? In this course, we study these and other questions by discussing both traditional literature on philosophy of AI and cognition, as well as more recent theoretical and philosophical developments.

<b>coördinator</b>	dr M.I. Eronen
<b>lecturer</b>	dr E. Maier, dr M.I. Eronen
<b>programme</b>	Ba Philosophy, Elective Ba Philosophy of a Specific Discipline, Option group A BSc Artificial Intelligence, Mandatory Bachelor Exchange Courses, Elective Pre-master/Fast-track for MSc AI - CCS – CS – Math, Elective
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	• Texts on Brightspace
<b>language</b>	English
<b>format</b>	Lecture, seminar Assignments, written exam
<b>prerequisite.</b>	Completion of the BA / Minor course Philosophy of Science or another introductory course on philosophy of science or cognitive science.
<b>remarks</b>	As part of this specialisation course, students of the bachelor programme Philosophy of a Specific Discipline are required to attend the corresponding practical Philosophy of AI and Cognition. This practical aims to develop philosophical writing skills, and active participation is mandatory (for PoaSD-students from disciplines covered by AI and cognition) to pass this course. PoaSD-students must enrol individually for the practical Philosophy of AI and Cognition via Progress as well.

## 68. PHILOSOPHY OF ARGUMENT

<b>code</b>	FI223VL
<b>objectives</b>	Upon completion of the course, the student: <ol style="list-style-type: none"> <li>1. Has knowledge and understanding of: the debate between epistemic and pragmatic approaches to argumentation; prospects and limitations of argumentation in deep disagreements; the analysis of visual and multimodal argumentation</li> <li>2. Can apply the concepts and theories to a self-selected contribution to a (political, philosophical or otherwise academic) controversy</li> <li>3. Can report (by means of an oral presentation and an essay) about the outcomes of this case study</li> </ol>
<b>contents</b>	Participants to argumentative discussions often act as players in a social arena, trying to get things their way. At the same time, they typically exchange arguments and criticisms, thereby appealing to standards of reasonableness. In this course, we deal with the philosophy of argument, and discuss a number of possible norms for criticism and reasoning in public and academic controversies. How to deal with deep disagreements? What room should we allow rhetoric and oratory? Is all straw manning, framing, and personal criticism fallacious,

or may some social circumstances call for such tactics? Do those who challenge the status quo have the burden of proof? Is there logic in visual rhetoric, in emotive language, in narration? We focus on four themes: pragmatic versus epistemic approaches to argumentation; deep disagreements; norms for public argumentation; multimodal argumentation.

<b>coördinator</b>	dr J.A. van Laar
<b>lecturer</b>	dr J.A. van Laar
<b>programme</b>	Bachelor Exchange Courses, Elective Ba Philosophy, Elective
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	• Digitale reader
<b>language</b>	English
<b>format</b>	Seminar
<b>assessment</b>	Essay

## 69. PHILOSOPHY OF ART

<b>code</b>	FI213DE
<b>objectives</b>	Knowledge of basic positions and arguments in (analytical) aesthetics, practice in analysing arguments and critical thinking, discussing ideas and writing.
<b>contents</b>	This course introduces students to a number of traditional and recent topics in analytical aesthetics or the philosophy of art, including the definition of art, the value of art, the objectivity of aesthetic judgement, the interaction between art and ethics, the paradox of tragedy and art generated by AI.
<b>coördinator</b>	dr H.W.A. Evers
<b>lecturer</b>	dr H.W.A. Evers
<b>programme</b>	Bachelor Exchange Courses, Elective Ba Philosophy, Elective
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	• To be specified in syllabus
<b>language</b>	English
<b>format</b>	Lecture, seminar
<b>assessment</b>	Written assignments; to be announced

## 70. PHILOSOPHY OF CLIMATE CHANGE

<b>code</b>	FI224CC
<b>objectives</b>	Knowledge of philosophical issues related to climate change and the energy transition Ability to apply arguments from philosophy of science and epistemology to concrete political debates

<b>contents</b>	Climate change is the greatest challenge of our time. It raises fundamental questions that require a philosophical approach that integrates scientific, technological, moral, political and epistemological considerations. The course covers three broad areas. The first is the philosophy of climate science: how climate science is supported by the evidence, the types of uncertainties involved, and the interface between the science and policy-making. The second part of the course addresses the question of how we should conceptualise the energy transition. How did we historically come to rely so heavily on fossil fuels, and how should we move away from them? Is the energy transition simply a relatively shallow matter of finding technological solutions to 'unplug' fossil fuels and 'plug in' low-carbon alternatives, or is it much deeper, requiring radical changes to all the cultural and economic building blocks of society? What are the responsibilities of various actors including governments, corporations, lawyers, individual citizens? The third main area we cover is the state of climate discourse, identifying the types of framing which have led to denial and reluctance to act to solve the climate challenge.
<b>coördinator</b>	dr L. Henderson
<b>lecturer</b>	dr L. Henderson
<b>programme</b>	Ma Philosophy, Elective Ma Philosophy and Education, Elective Msc Philosophy, Politics and Economics, Elective Researchmaster Philosophy, Elective Master Exchange Courses, Elective
<b>phase</b>	Master
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	• Will be made available
<b>language</b>	English
<b>format</b>	Combined lecture/tutorial
<b>assessment</b>	Final essay
<b>prerequisites</b>	Familiarity with philosophical methods/conceptual tools. Students from other programs may take the course provided they have taken philosophy courses before.

## 71. PHILOSOPHY OF DEATH

<b>code</b>	FI234PD
<b>objectives</b>	- Ability to understand philosophical texts. - Ability to detect, analyse and interpret different philosophical arguments - Ability to develop, articulate, and motivate views on philosophical topics - Ability to articulate and argue for a philosophical position both in writing and in oral presentation
<b>contents</b>	The course discusses certain philosophical puzzles regarding death. It combines past philosophical discussions (e.g. in Spinoza, Hume, Kant) with more recent insights (e.g. in Camus, Nagel, Feldman, Luper). The

course asks both questions concerning the metaphysics of death (e.g. what is death? Is death real? What kind of thing is it?) and questions regarding the value of death (e.g. the morality and rationality of different forms of suicide(s), of abortion, etc, the problem of the fear of death, the deprivation thesis).

<b>coördinator</b>	dr L. Georgescu
<b>lecturer</b>	dr L. Georgescu
<b>programme</b>	Ma Philosophy, Elective Ma Philosophy and Education, Elective Researchmaster Philosophy, Elective Master Exchange Courses, Elective
<b>phase</b>	Master
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	• Will be made available
<b>language</b>	English
<b>format</b>	Seminar / group discussion
<b>assessment</b>	Individual assignments + essay
<b>prerequisites</b>	History of Philosophy; Metaphysics.

## 72. PHILOSOPHY OF ILLNESS AND MEDICINE

<b>code</b>	FI223CC
<b>objectives</b>	<ul style="list-style-type: none"> <li>• Developing exegetical, analytical, and critical skills</li> <li>• Developing skills of conversation, presentation, and composition</li> <li>• Developing familiarity with the philosophical literature on illness and medicine</li> </ul>
<b>contents</b>	<p>What makes a person ill? Is it that their bodily state is one of physiological dysfunction (naturalism), or that it is bad for them (normativism), or that it is socially constructed as other and lesser (social construction), or that their way of inhabiting the world is changed (phenomenology)? In the first part of the course, we examine the points of agreement and disagreement between these various views. A complex picture of illness emerges: illness is at once a very private, often difficult affair; a matter of politics and a site of public tension; and a major scientific issue. In the second part of the course, we turn our attention to medicine. We study the questions of when and why to diagnose, of how to integrate very different types of evidence (clinical judgment, first-personal knowledge of one's body, scientific knowledge of biological mechanisms, statistical results from large-scale studies), and of the extent to which, in the end, various medical interventions are effective at addressing illness.</p>
<b>coördinator</b>	dr C.M.F. de Canson
<b>lecturer</b>	dr C.M.F. de Canson
<b>programme</b>	Ba Philosophy, Bachelor Exchange Courses
<b>phase</b>	Bachelor
<b>period</b>	Semester II b
<b>credits</b>	5 EC

<b>literature</b>	All readings will be made available online
<b>language</b>	English
<b>format</b>	Seminar discussion
<b>assessment</b>	Weekly assignments (10%), peer-reviewed essay (90%)
<b>prerequisites</b>	No clinical knowledge/experience, or acquaintance with specific philosophical texts is required. However, familiarity with philosophical methodology will be assumed.

### 73. PHILOSOPHY OF MIND: BODY, BRAIN, MIND

<b>vakcode</b>	FI202LBG
<b>doel</b>	<ul style="list-style-type: none"> <li>• De student heeft kennis van de centrale problemen waar de philosophy of mind and cognition zich op richt</li> <li>• De student heeft een basale kennis van de recente empirische en filosofische ontwikkelingen die direct relevant zijn voor deze problemen</li> <li>• De student is in staat de verworven kennis schriftelijk weer te geven</li> </ul>
<b>inhoud</b>	<p>Traditioneel gelden lichaam en geest als elkaars tegengestelden. Materialisme doet in deze optiek afbreuk aan het bijzondere van de geest. Tegelijkertijd maakt de kracht van het natuurwetenschappelijke denken een vorm van materialisme met betrekking tot de geest eigenlijk onontkoombaar. Deze cursus richt zich vooral op de verschillende manieren waarop lichaam, brein en geest bij elkaar horen. Aan de ene kant levert de cursus een inleiding in de klassieke thema's binnen de Philosophy of mind and cognition en worden o.a. dualisme, behaviorisme, functionalisme en identiteitstheorie behandeld. Aan de andere kant plaatst de cursus deze klassieke problematiek in een breder perspectief waarin de impact van recente ontwikkelingen, zoals de neurowetenschappen en belichaamde cognitie, op ons begrip van bewustzijn, cognitie en vrije wil aan de orde komen.</p>
<b>coördinator</b>	dr F.A. Keijzer
<b>docent</b>	dr F.A. Keijzer, dr B.T.F. Jespersen
<b>programma</b>	Ba Philosophy, BSc Artificial Intelligence
<b>fase</b>	Bachelor
<b>periode</b>	Semester I a
<b>studielast</b>	7 EC
<b>literatuur</b>	Nog niet bekend
<b>taal</b>	Dutch
<b>vorm</b>	Hoorcollege, werkcollege
<b>toets</b>	Tentamen, computer
<b>opm</b>	Deel I wordt door B. T.F. Jespersen verzorgd. Deel II door F.A. Keijzer.

### 74. PHILOSOPHY OF NEUROSCIENCE

<b>code</b>	FI184FR
<b>objectives</b>	<p>This course will help students develop the following:</p> <ul style="list-style-type: none"> <li>• Articulate knowledge about recent philosophical discussions about neuroscience.</li> </ul>

- Familiarity with philosophical critiques to the methods and techniques of neuroscience.
- Familiarity with general topics of philosophy of science in the specific context of neuroscience research.
- Ability to formulate philosophical arguments concisely in written format.<sup>[L]</sup><sub>[SEP]</sub>
- Skills to engage in constructive and respectful philosophical discussions.

<b>contents</b>	In this course, we will study philosophical issues about the aims, methods, tools, and foundations of neuroscience research, as well as some neuroscientific implications for philosophical problems in ethics. The topics include: (1) models of explanation in neuroscience (e.g., mechanistic explanation and dynamical models), (2) the relation between different levels, (3) philosophical issues related to tool development, and (4) the scientific study of consciousness and (5) ethical issues around neuroscience research
<b>coördinator</b>	dr C.F. Romero
<b>lecturer</b>	dr C.F. Romero
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Researchmaster Philosophy, Master Exchange Courses, MSc Computational Cognitive Science - C - Elective Course Units, MSc Behavioural and Cognitive Neurosciences: Cognitive Neuroscience & Modelling - Electives: courses from other programmes, MSc Behavioural and Cognitive Neurosciences: Molecular & Clinical Neurosciences - Electives: courses from other programmes
<b>phase</b>	Master
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	All the required readings will be available in Brightspace
<b>language</b>	English
<b>format</b>	Lecture
<b>assessment</b>	Student presentations, weekly assignments, discussion board participation, and final essay
<b>prerequisites</b>	The readings assume knowledge in philosophy of science, philosophy of mind, and neuroscience. Familiarity with at least one of these fields is required to follow this course.

## 75. PHILOSOPHY OF SCIENCE

**code** FI180WET

- Objectives** This course will help students develop the following:
- articulate knowledge about central problems in philosophy of science.<sup>[L]</sup><sub>[SEP]</sub>
  - familiarity with contextual and social aspects of scientific research.
  - ability to extract philosophical arguments from texts and assess them critically.

- ability to formulate philosophical arguments concisely in written format.
- skills to engage in constructive and respectful philosophical discussions.

**Contents** Philosophy of science is a branch of philosophy concerned with foundational questions about the nature of science: what is science? how does science work? how does science relate to other forms of knowledge and human practices? In this course, we will study classic and some contemporary assessments of these questions, with special attention to social and contextual aspects. The course is structured into five sections:

1. **Demarcation.** We will discuss problems that arise when we try to spell out clearly the difference between science, non-science, and pseudo-science.

2. **Explanation.** We will study the concept of scientific explanation, and the senses in which science can be explanatory. We will also look at the difficulties of a unified account of explanation, and study how the special sciences (i.e., sciences other than physics) explain.

3. **Scientific Inference.** We will discuss classic issues about forms of scientific inference (induction, deduction, and abduction) and their problems.

4. **Progress.** We will discuss how scientific knowledge grows, and the social context in which science occurs. We will talk about scientific changes and revolutions, and sociological and economic aspects around the scientific practice.

5. **Social Dimensions.** We will discuss the role of scientists' values in (different notions of) scientific objectivity.

**lecturer** dr B.T.F. Jespersen

**programme** Ba Philosophy of a Specific Discipline, Minor Philosophy, BSc Econometrics and Operations Research/EOR - electives BSc EOR, BSc Mathematics: General Mathematics - Electives and Minor General Mathematics - Major track General Mathematics, BSc Applied Mathematics, BSc Mathematics: Probability and Statistics, BSc Mathematics and Physics (double degree)

**phase** University-level Minor

**period** Semester I b

**credits** 5 EC

**literature** To be announced

**language** English

**format** Lecture

**assessment** Exam, Written  
Written assignments, paper

**prerequisites** None

## 76. PHILOSOPHY OF THE HUMANITIES

**code** FI193SG

**objectives** After this course the student is able to:

- survey the important intellectual traditions and developments in the philosophy of the humanities.
- identify different theories and strategies of explanation and interpretation in the humanities and the relations between them.
- develop and defend – through clear argumentation – their own critical perspective on different theories of explanation and interpretation in the humanities.
- understand and explain the ramifications of the different theories of understanding for the status of the humanities and philosophy as an academic endeavor.

**contents** (This course is specifically meant for students of the Bachelor programme Philosophy of a Specific Discipline.)

Since the 19th century several human sciences and humanities – e.g. historiography and literary theory – have gained an independent position in the academic world and in society. However, questions such as what is their own nature, foundation, proper method and rightful area of research, have always been and still are subject to debate. In this course, several important questions that arise in this debate will be discussed:

Which sciences belong to the humanities?

Do these sciences have a method of their own?

Do these sciences have a research area that is distinct from that of the natural sciences?

What is the scientific status of the knowledge these disciplines presume to produce?

What is the relation between the humanities and society, ethics and politics?

This course deals with such questions by discussing several different approaches to these issues, each of which forms a distinct school, tradition or field from the history of the humanities. The relevant philosophers that will be treated in this course are thus situated within these broader traditions they are held to represent.

The different approaches that will be discussed in this course are:

- Hermeneutics
- Narrativism
- Critical philosophy of history
- Neomarxism and postmodernism

During the course, we will discuss the works of philosophers such as: Wilhelm Dilthey, Hans-Georg Gadamer, Hayden White, Paul Ricoeur, Theodor Adorno, Michel Foucault, Richard Rorty, Gianni Vattimo, Judith Butler, Edward Said, Carl Schmitt.

**lecturer** dr S.L.V. Griffioen  
**programme** Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses  
**Phase** Bachelor  
**period** Semester II a



<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Michiel Leezenberg and Gerard de Vries, History and Philosophy of the Humanities (ISBN: 9789463724937), Available as e-book via RuG library website</li> </ul>
<b>language</b>	English
<b>format</b>	Combined lecture / tutorial
<b>assessment</b>	<p>Essay, written assignment</p> <p>There will be one take home exam half-way the course (a written assignment), and a final paper at the end.</p>
<b>prerequisites</b>	Having completed the BA / Minor course Philosophy of Science.
<b>remarks</b>	This course is specifically meant for students of the Bachelor programme Philosophy of a Specific Discipline.

## 77. PHILOSOPHY OF THE LIFE SCIENCES

<b>code</b>	FI113FK
<b>objectives</b>	<ul style="list-style-type: none"> <li>• Students have knowledge about the topics dealt with in the course and are capable to use this knowledge in speech and in writing</li> <li>• Students are able to give their informed opinion on the topics dealt with in the course in speech and in writing</li> <li>• Students are able to read and understand, on their own, other texts that relate to these topics</li> </ul>
<b>contents</b>	The life sciences have shown a tremendous development during the last fifty years, and philosophical reflection on these sciences has grown with them. The philosophy of the life sciences targets a wide variety of key conceptual issues centered on life and evolution. Central questions are: What is life? How to conceive of levels of selection? How can we understand function and teleology? What is health? This course provides an introduction of some of the most central conceptual issues relevant for the biological and medical sciences.
<b>coördinator</b>	dr F.A. Keijzer
<b>lecturer</b>	dr F.A. Keijzer, dr C.M.F. de Canson
<b>programme</b>	Ba Philosophy, Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses
<b>phase</b>	plaats hier 'Level(s)'
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	Papers that are available electronically through SmartCat from the library of the University of Groningen.
<b>language</b>	English
<b>format</b>	Combined lecture/tutorial
<b>assessment</b>	Individual assignment; essay
<b>prerequisites</b>	<p>Completion of the BA / Minor course Philosophy of Science.</p> <p>Some basic knowledge of the life sciences will be assumed.</p>
<b>remarks</b>	<ol style="list-style-type: none"> <li>1. This course is part of the bachelor Philosophy of a Specific Discipline.</li> <li>2. There is a cap on this course, and a waiting list; students of the Bachelor Philosophy will only be admitted to this elective, if places are</li> </ol>

available.

3. As part of this specialisation course, students of the bachelor programme Philosophy of a Specific Discipline are required to attend the corresponding practical Philosophy of the Life Sciences. This practical aims to develop philosophical writing skills, and active participation is mandatory (for PoaSD-students from disciplines covered by the life sciences) to pass this course. PoaSD-students must enrol individually for the practical Philosophy of the Life Sciences in Progress as well.

## 78. PHILOSOPHY OF THE NATURAL SCIENCES

**code** FI153LH

**objectives** The aim is to provide an introduction to some of the key philosophical problems raised by physics. The course will also develop students' ability to analyse philosophical problems in a precise and rigorous manner.

**contents** With his theory of relativity, Einstein developed a series of ideas that would revolutionise the way we conceive of space and time. These ideas arose from a careful analysis of old concepts, debates and discoveries stemming from intellectual traditions dating back at least to the great natural philosophers of antiquity.

In this course, we will study these ideas and show how they have provided a conceptual foundation for relativity theory. Along the way, we will learn about the major debates and theoretical developments that took place in the natural sciences from its beginnings in ancient Greece until modern times. The concept of space will play a central role throughout, and will serve as a thread linking broader developments in the history of physics and philosophy. We will study, discuss and evaluate original readings with modern commentary on some of the most important contributions to the philosophy of space and time. Our eventual goal will be to understand some of the concepts that played a central role in the development of the natural sciences, and that ultimately led to our modern understanding of space-time.

**lecturer** S.B. Gryb PhD

**programme** Ba Philosophy, Ba Philosophy of a Specific Discipline, BSc Artificial Intelligence, Bachelor Exchange Courses

**phase** Bachelor

**period** Semester II a

**credits** 5 EC

**literature** To be announced

**language** English

**format** Discussion, Lecture  
Lectures and discussion

**assessment** Essay  
To be announced

**prerequisites** Having completed the BA / Minor course Philosophy of Science.  
The course will include a minimal introduction to some formal aspects

- of physics, but will assume no prior knowledge beyond some very elementary mathematics.
- remarks**
1. As part of this specialisation course, students of the bachelor programme Philosophy of a Specific Discipline are required to attend the corresponding practical Philosophy of the Natural Sciences. This practical aims to develop philosophical writing skills, and active participation is mandatory (for PoaSD-students from disciplines covered by the natural sciences) to pass this course. PoaSD-students must enrol individually for the practical Philosophy of the Natural Sciences via Progress as well.
  2. There is a cap on this course, and a waiting list; students of the Bachelor Philosophy will only be admitted to this elective, if places are available.

## 79. PHILOSOPHY OF THE SOCIAL SCIENCES

**code** FI173SS

**objectives** The student can formulate the central questions of philosophy of the social sciences.

The student can offer a critical analysis of the way in which research is conducted (methodology) in the social sciences.

**contents** The student can insightfully reflect on the nature of social phenomena (ontology).  
Philosophy of the social sciences nowadays revolves around two questions:

1. How do social scientists explain?
2. What are social phenomena?

In this course we consider both questions and explore how they relate to one another. To this end, we consider the nature of explanation, causation, mechanisms and understanding. Furthermore, we investigate how social scientists construct models of social phenomena. Finally, we study some of those phenomena, including social groups, institutions and social construction. The overall purpose is to acquire an understanding of how social scientists produce knowledge and what the philosophical and societal significance of their findings are.

**coördinator** prof dr F.A. Hindriks

**lecturer** prof dr F.A. Hindriks

**programme** Ba Philosophy, Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses

**phase** Bachelor

**period** Semester II a

**credits** 5 EC

**literature** No literature

**language** English

**format** Lectures and discussion

**assessment** Essay

**prerequisites** A course on epistemology or the philosophy of science.

**remarks** Having completed the BA / Minor course Philosophy of Science.  
This course is specifically meant for students of the Bachelor programme Philosophy of a Specific Discipline.

## 80. PHILOSOPHY OF WORK: NECESSITY, LABOUR, FREEDOM

**code** FI233TLN

**objectives** The aim of this course is to familiarize students with debates in the philosophy of work. At the end of the course, students should know about central conceptual debates around work, as well as the philosophical connections between necessity, labour, and freedom. They should be able to critically discuss claims about the values that work is supposed to realize, and about the strengths and weaknesses of different ways of socially organizing labour.

**contents** Work occupies an enormous amount of time in our lives. Some find fulfillment in it, others misery. More often than not, people see some meaning in what they do, but struggle with the conditions under which their work has to be performed. Some jobs are well-paid and socially valued, while others (usually the most essential ones) are under-paid and under-valued. But almost all of us are forced to work in order to survive. How, then, can we talk about work and freedom? Aren't they opposites? This seminar will critically explore the relationship between work and freedom, and untangle the reasons why work –the unavoidable transformation of nature and ourselves— is experienced, both collectively and individually, in such a contradictory manner. We will examine how we ended up in this situation and what can be done about it. In the process, we will scrutinize the very notion of work, our self-understanding as producers, as well as the socio-economic relations under which work is currently organized. We will reflect on problems such as exploitation, expropriation, alienation, the social division of labour, the gendered and racialized modalities of labor, the separation between production and reproduction, among others. Finally, we will conclude with a consideration of the changes that need to be enacted for work to be lived in a free, democratic, and sustainable manner.

**lecturer** T. Llaguno Nieves PhD

**programme** Bachelor Exchange Courses, Ba Philosophy

**phase** Bachelor

**period** Semester II a

**credits** 5 EC

**literature** A reading list will be provided before the seminar

**language** English

**format** Combined lecture and seminar

**assessment** Attendance, participation, written assignment

**prerequisites** At least one course in social and political philosophy

## 81. POLICY SEMINAR 1

**code** FI174SEMP1

**objectives** The aim of this module is to give students the opportunity to apply PPE

methods and theories to concrete policy issues.

<b>contents</b>	The aim of this module is give students the opportunity to apply normative and social scientific methods and theories to concrete policy issues, deepening their understanding of relevant policy tools, and to design models of particular issues. Students will collect, combine and analyze background information, and retrieve and interpret relevant research that they have encountered in the other modules as well as new work. This module is highly practice oriented, and stimulates students to think about the grand challenges confronting society, with careful attention to the concrete and varying legal environments in which policy makers operate. Topics discussed are closely related to research conducted by Groningen faculty, and vary. In the past, they have included health care, (in)equality, artificial intelligence, sustainability, responsible finance, climate change, and the natural environment.
<b>coördinator</b>	prof dr B.P. de Bruin
<b>lecturer</b>	prof dr B.P. de Bruin
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	Master
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	To be announced (on Brightspace)
<b>language</b>	English
<b>format</b>	Combined lecture/tutorial
<b>assessment</b>	To be determined

## 82. POLICY SEMINAR 2

<b>code</b>	FI174SEMP2
<b>objectives</b>	<p>Upon completion of the course, the student is able to apply the key concepts and theories of PPE to concrete policy questions; connect these concepts and theories with the main qualitative and quantitative methods of PPE; identify appropriate concepts, theories and methods for complex problem-solving tasks; gather and organise information and evaluate its relevance to the case at hand; interpret, analyse and make sensible use of the information; process information in organised, structured argumentation; use insights from PPE to analyse conceptual and normative assumptions of arguments; present relevant information in an accessible and analytically rigorous manner in a policy report.</p> <p>The topics will be economic inequality and democracy. At the end of the seminar, students will have gained significant knowledge of empirical issues around inequality and democracy and a good understanding of potential promises and shortcomings of policy proposals meant to tackle inequality or improve democratic institutions.</p>
<b>contents</b>	In the policy seminars students get the opportunity to apply the theories they learn in Methods of PPE but particularly in Theories of PPE to a concrete policy issue at hand, making use of the key methods and theories with which they have been acquainted in semester Ia and Ib. In this policy seminar, we will focus on two policy issues in depth,

namely economic inequality and democracy. The aim is to understand relevant social and economic phenomena empirically, apply the normative and conceptual tools learned in previous classes and to discuss policy proposals aimed at tackling inequality or improving democratic institutions. In the final third, students present policy reports on related policy issues.

<b>coördinator</b>	dr A.T. Schmidt
<b>lecturer</b>	dr A.T. Schmidt
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	Master
<b>period</b>	Semester II a
<b>credits</b>	5 EC
<b>literature</b>	Readings to follow in due course. All readings are available online.
<b>language</b>	English
<b>format</b>	Seminar with pre-read texts, in-class discussions, and student presentations
<b>assessment</b>	Policy report The student presentation is necessary for passing the course, but it is ungraded. The policy report at the end is graded and makes up 100% of the grade.
<b>prerequisites</b>	Course only available for PPE Master students

### 83. PRACTICAL PHILOSOPHY OF (.... DISCIPLINE) COURSES

<b>code</b>	FI193SGP / FI153LHP / FI113FKP / FI203AIP / FI173SSP
<b>objectives</b>	<p>The practicals are special seminars of the 'Philosophy of...' courses, which focus on writing skills. These seminars are only meant for students of the BA Philosophy of a Specific Discipline. Participation is mandatory. If you are enrolled in more than one 'Philosophy of ...' courses (e.g. Philosophy of the Social Sciences and Philosophy of the Humanities) then you only have to participate in one practicals programme, namely the practicals programme that aligns with your first discipline.</p> <p>The practicals programme of each 'Philosophy of ....' course has a separate Brightspace page which contains a specific syllabus for the practicals programme, and a discussion board on which you need to submit the relevant assignments.</p> <p>Rules for mandatory attendance:</p> <ul style="list-style-type: none"> <li>• Students are allowed to be absent during one seminar. Attendance required for the practicals also includes making the relevant assignments.</li> <li>• Students are required to do a repair assignment if they are absent (or have not submitted an assignment) for more than one seminar.</li> <li>• The deadline of the repair assignment will be communicated by the course teacher and/or practicals teacher.</li> <li>• Students who subsequently fail to submit the repair assignment will also fail the Philosophy of ... course.</li> </ul>
<b>contents</b>	Academic philosophical writing, like any other genre, has its own set of conventions and requires its own set of skills. The aim of the practicals

is to familiarize PoaSD-students with these conventions and skills. Every 'Philosophy of ...' course has its own practicals group and teacher (see above). The practicals are tailored specifically to the paper assignment(s) for the respective courses, which means that the format will differ between groups, but in all cases the PoaSD practicals will form a useful opportunity to improve your academic writing skills.

During the final two meetings, students will peer-review each other's work using standardized methodology (the ABC Method for Peer Reviewing).

#### Essay supervision

You will not only receive feedback on your papers from your fellow students during the peer review session, you will also receive feedback – most likely on paper outlines or pilot studies – from a practicals teacher. More information on when you must submit your outlines and when you will receive your feedback will follow.

<b>coördinator</b>	dr S.L.V. Griffioen
<b>lecturer</b>	To be announced
<b>programme</b>	Ba Philosophy of a Specific Discipline
<b>phase</b>	Bachelor
<b>period</b>	Semester II a
<b>literature</b>	• No literature
<b>language</b>	English
<b>format</b>	None
<b>assessment</b>	The assessment criteria for the relevant 'Philosophy of...' courses apply. There are no separate assessment criteria for the practicals. Attendance of the practicals is required to pass the 'Philosophy of...' courses.
<b>prerequisites</b>	None
<b>remarks</b>	If you still need to be enrolled in the practicals, contact <a href="mailto:fil-admin@rug.nl">fil-admin@rug.nl</a> as soon as possible. If you have any other questions regarding the practicals, contact your practicals teacher or the practicals coordinator (Sjoerd Griffioen, <a href="mailto:s.l.v.griffioen@rug.nl">s.l.v.griffioen@rug.nl</a> ).

## 84. PRIVACY AND THE DIGITAL PUBLIC SPHERE

<b>code</b>	FI233TS
<b>objectives</b>	After completing this course, you will be able to <ul style="list-style-type: none"> <li>• explain basic claims and arguments of the main philosophical theories of privacy and of the digital public sphere</li> <li>• analyze and evaluate applications of philosophical arguments from major theories in social and political philosophy to the digital sphere, and situate them in their historical context</li> <li>• identify and formulate philosophical questions</li> <li>• formulate philosophical arguments of your own</li> <li>• develop a philosophical argument over the course of a short essay</li> </ul>
<b>contents</b>	Digital technologies play increasingly an essential role in people's private lives, but also in their political lives. The way in which these

theories impact democratic societies raises a number of ethical and political questions. In this course, we will discuss current philosophical arguments regarding two of them: First, what are the philosophical foundations to rights to privacy, and what does this mean for the way in which digital platforms currently work? Second, what is the impact of digital technology on the democratic public sphere? To discuss these questions, we will review major theories in political philosophy and ethics and assess whether they can help us make sense of these issues. We will also look at current legislative attempts at the European level and evaluate them from a philosophical perspective.

<b>lecturer</b>	dr U.T.R. Stahl
<b>programme</b>	Bachelor Exchange Courses, Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	All literature will be made available via Brightspace
<b>language</b>	English
<b>format</b>	Seminar, debate, presentation, self-study
<b>assessment</b>	Presentation, written assignment, essay
<b>prerequisites</b>	You need to have completed an introductory course in Ethics and/or Political Philosophy

## 85. PSH ACADEMIC PHILOSOPHICAL WRITING

<b>code</b>	FI204AW
<b>objectives</b>	<p>After the module, students are able:</p> <ul style="list-style-type: none"> <li>a) to distinguish between the scope, aims and methods of philosophy and those of other disciplines.</li> <li>b) to formulate a research question in philosophy;</li> <li>c) to delineate the research question such that it can be answered within time and word limits;</li> <li>d) to find and study relevant philosophical literature, and cite according to the conventions of academic philosophy;</li> <li>e) to write a paper presenting the research results, following guidelines dealing with use of source material, construction, paragraphing, writing for an audience, readability, writing style, spelling, and clarity;</li> <li>f) to peer-review work of fellow students by means of a standardized methodology</li> </ul>
<b>contents</b>	<p>Academic philosophical writing, like any other genre, has its own set of conventions and requires its own set of skills. The aim of this course is to familiarize PSH-students with these conventions and skills.</p>

In the first part of this course, we focus on the various aspects of philosophical writing, including the difference between academic philosophical writing and academic writing from other disciplines, various forms of argumentation used in academic philosophy papers, and philosophical narrative and style. We also provide a standardized method for reviewing philosophy papers.



In the second part of the course, students are guided in the writing of a philosophical paper of their choice. This can be any paper they are writing, including papers for PSH-courses and tutorials. For this part of the course, students are assigned peer-review groups to review each other's work at various stages under the supervision of the course coordinator.

<b>lecturer</b>	dr B.T.F. Jespersen
<b>programme</b>	Ma Philosophy, Science and Humanities
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Reader with writing guides and example papers will be made available online.</li> </ul>
<b>language</b>	English
<b>format</b>	Seminars, seminars will feature both lecture elements and time for practice/peer-review
<b>assessment</b>	Pass/No Pass ( Students will receive a pass if they successfully complete the assignments for this course.)

## 86. PSH HISTORY OF SCIENCE I: FROM DESCARTES TO DARWIN

<b>code</b>	FI224HS1
<b>objectives</b>	<ul style="list-style-type: none"> <li>- explain and critically reflect on some key moments in the history of science</li> <li>- explain and critically reflect on the views of some major philosophers and scientists including Descartes, Boyle, Newton, Lamarck, Darwin and others.</li> <li>- critically compare the contributions of these philosophers to the history of philosophy and science.</li> <li>- report on research in an academically sound way both orally and in written form.</li> </ul>
<b>contents</b>	<p>In this course we will study some important moments in the history of science from the seventeenth to the nineteenth century, focusing in particular on the life and natural sciences. Early modern scientists and philosophers rejected Aristotelian natural philosophy. According to Aristotelian natural philosophy, a body was a compound of matter and a form or essence that made it belong to some given kind of species. According to the mechanical philosophy of thinkers such as René Descartes and Robert Boyle, however, all there is to know about bodies can be put in terms of matter in motion alone. This New Philosophy raised several questions. How to account for life in a world consisting of inanimate matter governed by laws? And if bodies are collections of particles of matter, in virtue of what is it that a body belongs to some given kind or species? As we will see, the French naturalist, Jean Baptiste de Lamarck, questioned the reality of sharp boundaries between species in the vegetable and animal kingdoms. His views on the transformation of species will be compared with Darwin's evolutionary theory of the origin of species.</p>
<b>coördinator</b>	Dr. H.T. Adriaenssen

<b>lecturer</b>	Dr. H.T. Adriaenssen
<b>programme</b>	Ma Philosophy, Science and Humanities
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	• Literature will be made available via Brightspace
<b>language</b>	English
<b>format</b>	Lecture and seminar
<b>assessment</b>	Essay
<b>prerequisites</b>	Open to students enrolled in the PSH programme only.

## 87. PSH HISTORY OF SCIENCE II: INTERVENTION, CONTROL & SCIENTIFIC ERROR

<b>code</b>	FI234HS2
<b>objectives</b>	<ul style="list-style-type: none"> <li>- Familiarise with history and philosophy of science</li> <li>- Foster the ability to detect, analyse and interpret different philosophical arguments</li> <li>- Develop critical skills</li> <li>- Ability to develop, articulate, and motivate views on philosophical topics</li> </ul>
<b>contents</b>	<p>The main focus of this course is scientific error. We will discuss together the ways in which different types of scientific errors become epistemically productive. Some of the topics we will focus on are: (a) experimental errors (e.g. Francis Bacon; Giora Hon), (b) the replication crisis (e.g. in early experimental psychology), measurement problems (e.g. Chang's problem of nomic measurement); (d) scientifically productive non existing entities (e.g. phlogiston; Cartesian vortices). We will take an integrated history and philosophy of science (&amp; HPS) approach. Partly what this means for us is that each week the discussion will focus on a particular case study in the history of science, while the target of discussion will be a problem within philosophy of science.</p>
<b>coördinator</b>	dr L. Georgescu
<b>lecturer</b>	dr L. Georgescu
<b>programme</b>	Ma Philosophy Ma Philosophy and Education Ma Philosophy, Science and Humanities Researchmaster Philosophy Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester I b
<b>credits</b>	5 EC
<b>literature</b>	• Bibliography will be made available on Brightspace
<b>language</b>	English
<b>format</b>	Lecture, discussion, seminar/tutorial
<b>assessment</b>	Individual assignments + essay
<b>prerequisites</b>	Philosophy of Science, History of Science 1

## 88. PSH PHILOSOPHY OF YOUR DISCIPLINE: INTRODUCTION

**code** FI204IP

**objectives** This course will help you develop the following:

- articulate knowledge about central problems in philosophy of science.
- familiarity with contextual and social aspects of scientific research.
- ability to extract philosophical arguments from texts and assess them critically.
- ability to formulate philosophical arguments concisely in oral and written format.
- skills to engage in constructive and respectful philosophical discussions.

**contents** In this course, we study foundational questions about the nature of science: what is science? How does science work? How does science relate to other forms of knowledge and human practices? We will study classic and some contemporary assessments of these questions, with particular attention to social and contextual aspects of scientific practice in different disciplines. The course will cover five major themes:

1. **Demarcation.** We will discuss problems that arise when we try to distinguish between science, non-science, and pseudo-science.
2. **Explanation.** We will study the scientific explanation concept and the senses in which science can be explanatory. We will also examine the difficulties of a unified account of explanation and study how the special sciences (i.e., sciences other than physics) explain.
3. **Scientific Inference.** We will discuss classic issues about forms of scientific inference (induction, deduction, and abduction) and their problems.
4. **Progress.** We will discuss how scientific knowledge grows and the social context in which science occurs. We will discuss scientific changes, revolutions, and sociological and economic aspects of scientific practice.
5. **Social Dimensions.** We will discuss the role of scientists' values in (different notions of) scientific objectivity.

We also learn how to read philosophical texts and extract philosophical arguments from them, reconstruct them with precision, and critically assess them, both orally and in writing.

**lecturer** dr C.F. Romero

**programme** Ma Philosophy, Science and Humanities

**phase** Master

**period** Semester I

**credits** 10 EC

**literature** All readings will be made available online

**language** English

**format** Lectures and Seminars

**assessment** Weekly assignments, Student Presentations, Discussion board

participation  
1 Essay, 1 Podcast assignment

## 89. PSH: SPECIALISATION

<b>code</b>	FI204SP
<b>objectives</b>	<ul style="list-style-type: none"> <li>To gain an overview and understanding of the different ways of doing philosophy of various specific disciplines.</li> <li>To gain the ability to tackle philosophical questions arising in your own discipline.</li> </ul>
<b>contents</b>	This course provides tools for doing 'philosophy of' your own specific discipline. You will be instructed by experts from different areas of philosophy of science, with an emphasis on demonstrating how philosophical analysis can be applied effectively to specific concepts and issues in the sciences. You will then work independently, under the supervision of the teachers, on topics related to your own discipline.
<b>coördinator</b>	dr M.I. Eronen
<b>lecturer</b>	dr L. Henderson, dr M.I. Eronen, prof dr F.A. Hindriks
<b>programme</b>	Ma Philosophy, Science and Humanities
<b>phase</b>	Master
<b>period</b>	Semester II
<b>credits</b>	10 EC
<b>literature</b>	The readings will be available either at the library or on Brightspace
<b>language</b>	English
<b>format</b>	Lecture Lectures, seminars
<b>assessment</b>	Written assignments, presentations (no exam, just written assignments)

## 90. PUBLIEKSGERICHT SCHRIJVEN

<b>vakcode</b>	FI234NN
<b>doel</b>	Een intellectuele kwestie kunnen overbrengen op een niet-filosofisch geschoold publiek. Een eigen filosofisch standpunt naar voren kunnen brengen in de vorm van een column, opiniestuk en essay. Taalgebruik kunnen afstemmen op tekstdoel en beoogd publiek.
<b>inhoud</b>	De beschrijving van de inhoud wordt nog bekend gemaakt.
<b>docent</b>	Wordt nog bekend gemaakt
<b>programma</b>	Ma Filosofie, Keuzegroep A Ma Filosofie en Educatie, Keuzegroep A
<b>fase</b>	Ma
<b>periode</b>	Semester I b
<b>studielast</b>	5 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>Syllabus op brightspace</li> </ul>
<b>taal</b>	Nederlands
<b>vorm</b>	Hoorcollege, Werkcollege
<b>toets</b>	Schriftelijke opdrachten (3)

**entree** Toelating tot de master Filosofie  
**opm** College op maandag (13-15 uur) of dinsdag (9-11 uur)

## 91. REASONING AND ARGUING

**code** FI080RED

**objectives** The module aims to teach students skills in using symbolisms and in analyzing sentences, reasoning and arguments. The final objective is to be able to assess the validity of reasoning and arguments; exercises are therefore essential.

**contents** The course comprises an introduction to formal logic and to the theory of argumentation. In formal logic we study the following issues:

- When is an argument formally valid?
- What is a proof?
- What is a counterexample?

The theory of argumentation focuses on the following topics, also in connection to actual discussions:

- In what ways can people disagree?
- How to keep track of complex arguments – in academic and political discussion?
- What does it take to engage in a critical discussion?
- Do we need to follow the rules of logic?
- What are fallacies and what is wrong with them?
- How to deal with fallacies in public debate?

**coördinator** dr J.A. van Laar

**lecturer** dr B.P. Kooi, dr J.A. van Laar

**programme** Ba Philosophy of a Specific Discipline, Minor Philosophy

**phase** University-level Minor

**period** Semester I a

**credits** 5 EC

**literature**

- David Barker-Plummer, John Barwise en John Etchymendy // CSLI Publications, 2011, Language, Proof and Logic (ISBN: 978-1-57586-632-1)
- Digital reader "Argumentation"

**language** English

**format** Lecture, seminar, workshop

**assessment** Formal Logic: written exam  
Theory of argumentation: written exam

**prerequisites** None required

## 92. RESEARCH IN PRACTICE 1

**code** FI164RP10

**objectives**

**contents** This component of the Research Master aims to develop skills essential for research, such as writing academic English, presenting research and giving and receiving feedback on presentations. There will also be sessions on research ethics and academic integrity. Research in Practice

I involves a selection of separate skill trainings, either by external institutions or by the Graduate School Philosophy itself. Meetings are compulsory. (The trainings within Research in Practice I are primarily organized for Research Master students but will also be open for PhD students if it fits their training programme.)

As part of Research in Practice I, Research Master students are required to attend six departmental research seminars, of which at least four in the department of their specialization. They are also required to present a draft of their thesis at one of the departmental research seminars. In specific cases, students may give their presentation at a different seminar, but this requires permission from the student's mentor and coordinator of the Research Master. Research Master students are required to build up a portfolio as proof of fulfilling the requirements of seminar / conference attendance.

<b>coördinator</b>	dr H.W.A. Evers
<b>lecturer</b>	dr H.W.A. Evers
<b>programme</b>	Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester I a,, I b and II a
<b>credits</b>	10 EC
<b>literature</b>	No literature
<b>language</b>	English

### 93. RESEARCH IN PRACTICE 2

<b>code</b>	FI1543RP2
<b>objectives</b>	See contents
<b>contents</b>	This course consists of two parts: part A at the end of the first year, focusing on the writing of the thesis (in the form of a publishable article), and part B at the end of the second year, focusing on the writing of a research proposal. Questions to be discussed in Part A are: how do I find a good topic for my thesis? What are the criteria for a publishable article? How do I go about writing such an article? What are places to publish my work? What is the usual procedure that boards of journals employ? We will discuss some of the do's and don'ts of researching and writing an article. In Part B we will consider - in one or two sessions - several good examples of successful PhD proposals in the past. The authors will present and discuss their proposals. In the following sessions the students will write their own proposal and present it to the group. After discussion and critical feedback, they revise their proposals and hand in the definitive version. The final grading will be 'sufficient' or 'insufficient'. The coordinator is responsible for the final grading, but each student is advised to have their proposals read and commented on by their thesis supervisors too. Usually, the proposal takes the form of an application submitted to the NWO or to a search committee at a university that offers a PhD position. Details will be given at the start of the course, as well as examples of successful proposals. One may get an idea by looking at <a href="http://www.nwo.nl">www.nwo.nl</a> and downloading relevant forms (see "veni" or "PhD's in the humanities").

**coördinator** prof dr M. Lenz  
**lecturer** prof dr J.W. Romeijn, prof dr M. Lenz  
**programme** Researchmaster Philosophy  
**phase** Master  
**period** Semester II b  
**credits** 5 EC  
**literature** No literature  
**language** English  
**format** See contents  
**assessment** Further details will be announced in due course  
**remarks** 5 ects: Parts A and B together

#### 94. RESEARCH SEMINARS INTERNATIONAL RELATIONS

**code** FI19PPEIR  
**contents** The master's programme of International Relations offers a number of Research Seminars that might be interesting for PPE students.

Research Seminar: Dimensions of Citizenship  
 Research Seminar: Multinational Corporations  
 Research Seminar: Global Politics of Disease  
 Research Seminar: IPE of Global Financial Markets  
 Research Seminar: Political Economy of Migration  
 Research Seminar: Maps and Power  
 Research Seminar: Money, Trade and Crime  
 Research Seminar: IPE in the 21st century  
 Research Seminar: Integration Processes  
 Research Seminar: Security Studies  
 Research Seminar: The Politics of the Eurocrisis  
 Research Seminar: Human Rights, Democracy, Peace  
 Research Seminar: European Policy-making  
 Research Seminar: Ethics and Global Political Economy  
 Research Seminar: European Security Discourses  
 Research Seminar: Conflict, Security and Development  
 Research Seminar: Environment, Geopolitics Human  
 Research Seminar: Europe and China  
 Research Seminar: The Rise of East Asia  
 Research Seminar: History, Culture and Politics of East Asia

Most of these research seminars are programmed in the first semester, some in the second.

If you plan to take one of these seminars, please contact the study adviser at [fil-study-advisor@rug.nl](mailto:fil-study-advisor@rug.nl).

**coördinator** Dr A.T. Schmidt  
**lecturer** Var.  
**programme** Msc Philosophy, Politics and Economics  
**phase** Master  
**period** Whole year

<b>credits</b>	10 EC
<b>literature</b>	• No literature
<b>language</b>	English
<b>format</b>	Seminar/Tutorial
<b>assessment</b>	Presentation Written assignment Exam, Written, Essay questions

## 95. ROUSSEAU'S POLITICAL AND LEGAL PHILOSOPHY

<b>code</b>	FI223CA
<b>objectives</b>	The aim of this course is to introduce students to the political and legal philosophy/writings of Jean-Jacques Rousseau, the “father” of modern democracy and populariser of the concept of the “general will” and why he is relevant for conceptualising contemporary challenges of law and politics. From a Rousseauist perspective, the objective is to investigate and come to a fuller understanding of the nature and purpose of political institutions (civil society), how they may be impediments to attaining liberty and equality, and how ultimately, we can secure liberty through the law, i.e. how one could be forced to be free.
<b>contents</b>	<p>We live in a world in which growing inequalities (should) concern almost everyone, everywhere, most especially, when inequality leads to unfreedoms, exploitation, and domination and makes mockery of the principle of equality before the law. In spite of the triumph of liberal (constitutional) democracy, why do (political) inequalities continue to exist and grow, and why has the law failed to eradicate inequality, and even sometimes appear to promote or sustain it?</p> <p>Jean-Jacques Rousseau in his 2nd Discourse, The Origin and Foundations of Inequality Among Men, (and whether it is Authorised by Natural Law), asserts that inequality depends on “some sort of convention”, which is authorised by us, and “consists in the different Priviledges which some enjoy to the prejudice of the others.” This led him to conclude in the Social Contract (Or the Priniciples of Political Right) that “we are born free, yet everywhere in chains.”</p> <p>Is his thesis conceptually and normatively sound? Are his writings relevant/potent enough to understand and (re)conceptualise contemporary problems of inequalities, unfreedoms, exploitation, and domination? In this course, we will critically examine these and other questions and attempt to answer them after familiarising ourselves with the political and legal writings of J.-J. Rousseau.</p>
<b>lecturer</b>	E.C.G. Akakpo PhD
<b>programme</b>	Ba <span style="float: right;">Philosophy</span> Bachelor Exchange Courses
<b>phase</b>	Bachelor
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	The course focuses on two primary texts of Jean-Jacques Rousseau.



The recommended editions are

- Jean-Jacques Rousseau, Cambridge University Press, "Discourse on the Origin and Foundation of Inequality Among Men." In Victor Gourevitch (ed), 1997. Rousseau. The Discourses and other early political writings.
- Jean-Jacques Rousseau, Cambridge University Press, "Of the Social Contract or Principles of Political Right." In Victor Gourevitch (ed), 1997. Rousseau. The Social Contract and other later political writings.

<b>language</b>	English
<b>format</b>	The course will be a mixture of lectures and discussion. Students will be given the opportunity to participate in the discussion of various themes and puzzles/problems raised in the lectures. Students are also encouraged to come up with critical points for discussions.
<b>assessment</b>	Assessment consists of weekly assignments, presentation and participation, and end of the block essay (3000 words)
<b>prerequisites</b>	<ul style="list-style-type: none"> <li>• Having completed Social and Political Philosophy or a similar course at Ba-2 level</li> <li>• Ethics or a similar course at Ba-level</li> <li>• (Appreciable knowledge of logic and argumentation)</li> </ul>
<b>remarks</b>	Students will be asked to give (group) presentations on selected Rousseau's works. Further information will be made available in the syllabus and on brightspace and explained during the first meeting.

## 96. SOCIAL AND POLITICAL PHILOSOPHY

<b>code</b>	FI140SPF
<b>objectives</b>	<p>After completing this course, you will be able to</p> <ul style="list-style-type: none"> <li>- explain basic claims and arguments of core theories in social and political philosophy</li> <li>- explain basic claims and arguments of historical theories in social and political philosophy in the Western tradition</li> <li>- identify and formulate philosophical questions</li> <li>- analyze and evaluate philosophical arguments from major theories and social and political philosophy and situate them in their historical context</li> </ul>
<b>contents</b>	<p>Social and political philosophy is concerned with asking philosophical questions about the role that political institutions play in our societies. In particular, it is concerned with the question what it is that makes political rule legitimate. We will consider various answers to this question that have been proposed in the history of Western thought, such as the idea that government is a necessary condition for the happiness and virtue of citizens, that it is based on their consent or that it protects fundamental rights. We will also discuss anarchist objections to the idea of legitimate government as well as arguments about democracy and social justice. The course covers liberal theories of social justice, libertarianism, Marxism, and feminist theories. These approaches will be examined in their historical dimension, their systematic arguments, and in regard to their relevance to current</p>

	political issues.
<b>coördinator</b>	dr U.T.R. Stahl
<b>lecturer</b>	dr U.T.R. Stahl
<b>programme</b>	Ba Philosophy of a Specific Discipline Minor Philosophy
<b>phase</b>	University-level Minor
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>All literature will be made available via Brightspace</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture, discussion, self-study
<b>assessment</b>	Written assignment, quiz, exam Exam assessment: digital, open questions / essay questions
<b>prerequisites</b>	None

### 97. SOCIAL AND POLITICAL PHILOSOPHY 1 (SPF1)

<b>code</b>	FI141SPF1
<b>objectives</b>	<p>The student has an overview of the central themes in the history of Western philosophical thinking about politics and society, from the Enlightenment to the 21st century, including an introduction to contemporary and applied issues in social and political philosophy.</p> <ul style="list-style-type: none"> <li>- The student can analyse and relate arguments in classical and contemporary texts.</li> <li>- The student is able to formulate critical questions regarding these texts and to discuss them with fellow students.</li> </ul>
<b>contents</b>	<p>Social and political philosophy is concerned with fundamental questions on societal arrangements and political order and practices. It enquires into the nature of politics, democracy, citizenship and justice, and the place that power, freedom, equality and rationality has been awarded in these. We will encounter a series of relevant classical and contemporary texts, and their approaches to such issues.</p> <p>In this course we will discuss the very different views of the mentioned concepts throughout the ages, from the Enlightenment till now. The crucial political- and social-philosophical positions will be studied, and we will see how present-day ideas continue classic ideas. You will get acquainted with the ways in which philosophical ideas have been formulated in the context of the big societal questions of the time and be introduced to some of the key themes and debates in contemporary social and political philosophy.</p>
<b>coördinator</b>	dr H.M. Veluwenkamp
<b>lecturer</b>	dr H.M. Veluwenkamp, dr C.E. Knowles
<b>programme</b>	Ba Philosophy
<b>phase</b>	Propedeuse
<b>period</b>	Semester II a
<b>credits</b>	7.5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>Links to digital copies of the readings will be made available through Brightspace</li> </ul>

<b>language</b>	Dutch, English
<b>format</b>	Lectures and seminars. There is an 80% attendance requirement for the seminars and the practicals.
<b>assessment</b>	Mid term, final exam, bi-weekly reading questions and mandatory attendance.  Essay questions and open questions. Digital exam in AJ Hal.
<b>remarks</b>	All first year courses have weekly practicals that serve to improve the academic skills of the students, and to build learning communities in the propaedeutic phase. These practicals are closely related to the lectures and succesful participation is required in order to complete the course.

## 98. SOCIAL AND POLITICAL PHILOSOPHY 2

<b>code</b>	FI202SPF2
<b>objectives</b>	<ul style="list-style-type: none"> <li>• Gaining insight into central political and social philosophical positions and themes</li> <li>• Ability to analyse differences and connections between these positions and the concepts they employ</li> <li>• Learning to grasp and interpret contemporary political- and social-philosophical texts</li> <li>• Ability to relate the philosophical positions and themes to debates in the public sphere</li> <li>• Ability to relate discussions in political philosophy to questions in other disciplines, particularly but not exclusively ethics, and applied questions, particularly but not exclusively in public policy</li> </ul>
<b>contents</b>	This course continues topics and questions from Social and Political Philosophy 1 but focuses more on central positions and discussions in contemporary social and political philosophy and how those play out in more applied questions. Central theoretical questions can vary slightly across years but typically include questions around concepts and theories of freedom, equality, democracy, citizenship, and justice. Central theoretical approaches will include liberalism, libertarianism, republicanism, egalitarianism, and cosmopolitanism. The second half will, mostly, enquire how normative political philosophy (should) deal with populations that have traditionally been excluded in Western political philosophy, including global populations, non-human animals, and future generations and how such extension of the 'moral circle' affects both our practical institutional priorities and shape and content of fundamental normative theories.
<b>coördinator</b>	dr A.T. Schmidt
<b>lecturer</b>	dr R.W. Hanson, dr A.T. Schmidt
<b>programme</b>	Ba Philosophy
<b>phase</b>	Bachelor
<b>period</b>	Semester II b
<b>credits</b>	7 EC

<b>literature</b>	<ul style="list-style-type: none"> <li>• A reading list will be made available. All readings are available online.</li> </ul>
<b>language</b>	English, Dutch
<b>format</b>	Lecture, Seminar/Tutorial
	The course combines lectures with seminars. Students are expected to prepare for both and to participate actively in the seminars.
<b>assessment</b>	Exam
<b>prerequisites</b>	Social and Political Philosophy 1 or comparable previous knowledge

## 99. SOCIAL CONTRACT THEORY

<b>code</b>	FI234SC								
<b>objectives</b>	Knowledge of the most important social contract theories, and of the arguments for and against these theories								
<b>contents</b>	<p>Many theories use the idea of a contract or agreement to justify moral or political principles. This course will give an overview of these theories. We will focus on the theories defended by Rawls, Gauthier and Scanlon.</p> <p>The course will examine how different social contract theories use the notion of agreement in different ways, and in particular how Hobbesian-inspired 'contractarian' views contrast with Kantian 'contractualist' views. We will investigate these theories' implications for issues such as the dignity of human life, obligations to the handicapped, the distribution of welfare, and animal rights.</p> <p>The course will also consider objections to social contract theories, such as the feminist objection that social contract theories cannot account for moral obligations associated with care, and the objection that the notion of agreement in social contract theories is superfluous and does no real work.</p>								
<b>coördinator</b>	dr H.M. Veluwenkamp								
<b>lecturer</b>	dr H.M. Veluwenkamp								
<b>programme</b>	<table> <tr> <td>Ma</td> <td>Philosophy</td> </tr> <tr> <td>Ma Philosophy and Education</td> <td></td> </tr> <tr> <td>Researchmaster</td> <td>Philosophy</td> </tr> <tr> <td>Master Exchange Courses</td> <td></td> </tr> </table>	Ma	Philosophy	Ma Philosophy and Education		Researchmaster	Philosophy	Master Exchange Courses	
Ma	Philosophy								
Ma Philosophy and Education									
Researchmaster	Philosophy								
Master Exchange Courses									
<b>phase</b>	Master								
<b>period</b>	Semester II a								
<b>credits</b>	5 EC								
<b>literature</b>	<ul style="list-style-type: none"> <li>• Stephen Darwall (ed), Wiley-Blackwell, 2002, Contractarianism/Contractualism</li> <li>• Other course materials will be made available online via Brightspace</li> </ul>								
<b>language</b>	English								
<b>format</b>	Lecture								
<b>assessment</b>	Essay								
<b>prerequisites</b>	Ethics 1; Good and Evil, or a comparable introduction to ethics								

## 100. SOCIAL EPISTEMOLOGY OF SCIENCE

<b>code</b>	FI214SE
<b>objectives</b>	This course will help you develop the following: <ul style="list-style-type: none"> <li>• articulate knowledge about central problems in the social epistemology of science.</li> <li>• ability to extract philosophical arguments from texts and assess them critically.</li> <li>• ability to formulate philosophical arguments concisely in written format.</li> <li>• skills to engage in constructive and respectful philosophical discussions.</li> <li>• practice producing original philosophical research.</li> </ul>
<b>contents</b>	Social epistemology is an emerging branch of philosophy that studies epistemic systems and how their organization (e.g., principles, procedures, and interests) affects their epistemic outcomes. This course focuses on one of the most interesting epistemic systems: the institution of science. The course will cover <ol style="list-style-type: none"> <li>(1) the role of scientists' values in (different notions of) scientific objectivity,</li> <li>(2) the role of trust and expertise in science and the public,</li> <li>(3) the reward system of science and its effects on epistemic progress and</li> <li>(4) the epistemic effectivity of different publication practices.</li> </ol>
<b>coördinator</b>	dr C.F. Romero
<b>lecturer</b>	dr C.F. Romero
<b>programme</b>	Ma Philosophy and Education Researchmaster Master Exchange Philosophy Ma Philosophy Courses
<b>phase</b>	Master
<b>period</b>	Semester II b
<b>credits</b>	5 EC
<b>literature</b>	• All the readings will be available via the library
<b>language</b>	English
<b>format</b>	
<b>assessment</b>	Student presentations, weekly assignments, discussion board participation, and final essay
<b>prerequisites</b>	Familiarity with philosophy of science (e.g., an introductory course) is required to follow this course.

## 101. TERM ABROAD

<b>code</b>	FI0441TRAI
<b>programme</b>	Researchmaster Philosophy
<b>phase</b>	Master
<b>period</b>	Semester I
<b>credits</b>	30 EC
<b>literature</b>	• No literature
<b>language</b>	English

## 102. THE CRISIS OF EUROPEAN SCIENCES

<b>code</b>	FI234CE		
<b>contents</b>	The Crisis of European Sciences and Transcendental Phenomenology: An Introduction to Phenomenological Philosophy is an unfinished book by the German philosopher Edmund Husserl (1859-1938), known as the founder of the philosophical method called phenomenology. The work constitutes Husserl's final attempt to offer an introduction to pure phenomenology and to defend a path of reason which, according to him, has defined Western philosophy since Plato. Unlike most of Husserl's other writings, the work features elaborate discussions of the history of modern science, which Husserl uses to trace the origins of a prevailing crisis in Western thought and society. In this course, we read and discuss important sections from this difficult text, which has had a profound influence on twentieth century continental philosophy.		
<b>coördinator</b>	dr C.M.A. van Mazijk		
<b>lecturer</b>	dr C.M.A. van Mazijk		
<b>programme</b>	Ma Ma Researchmaster Master Exchange Courses	Philosophy and Philosophy	Philosophy Education Philosophy
<b>phase</b>	Master		
<b>period</b>	Semester II a		
<b>credits</b>	5 EC		
<b>literature</b>	<ul style="list-style-type: none"> <li>E. Husserl, The Crisis of European Sciences (Northwestern University Press)</li> </ul>		
<b>language</b>	English		
<b>format</b>	Lecture		
<b>assessment</b>	Written assignment		

## 103. THEORIES OF PPE

<b>code</b>	FI184PPET		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>To acquire knowledge about the state, the market and the community.</li> <li>To acquire knowledge about theories of justice, identity and autonomy.</li> <li>To be able to integrate perspectives from P, P and E.</li> </ol>		
<b>contents</b>	Philosophy, Politics and Economics (PPE) provides an integral perspective on social institutions and societal challenges. It focuses on how the major institutions of society – the state and the market – actually work and how they should work. The first premise of this course is that society is a venture for cooperation (politics and economics); the second that it consists of free and equal persons who are entitled to equal concern and respect (philosophy). These premises raise questions about justice and autonomy that form the core of this course. What requirements do procedural and distributive justice entail for the state? Does justice extend to the market and if so how? And is justice merely a matter of formal structure, or does it also concern informal social contexts? Insofar as autonomy is concerned, the question is		

whether and what respect for persons entails concerning people's autonomy and their identities. Should the state be neutral with respect to questions of religion and identity and, if so, what does this imply for groups such as the LGBTQ community and immigrants?

<b>coördinator</b>	prof dr F.A. Hindriks
<b>lecturer</b>	prof dr F.A. Hindriks
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	Papers
<b>language</b>	English
<b>format</b>	Lectures and discussion
<b>assessment</b>	Essay(s)
<b>prerequisites</b>	PPE master student

#### 104. THE PHILOSOPHY OF HUME

<b>code</b>	FI233LN						
<b>objectives</b>	<ul style="list-style-type: none"> <li>- to critically engage with an early-modern text</li> <li>- to compare and evaluate different interpretations of Hume's ideas</li> <li>- to assess the importance of Hume's wider philosophical system for his epistemology and moral theory</li> <li>- to apply knowledge of Hume's intellectual context to the interpretation of his arguments</li> </ul>						
<b>contents</b>	<p>David Hume is a radical philosopher, someone who naturalized epistemology and ethics. Highly critical of rationalist pretensions in philosophy, Hume stressed human habits, emotions, feelings, and conventions rather than Reason with capital R. Based on a philosophical examination of human nature, Hume comes to highly skeptical conclusions about the nature and scope of knowledge; nor was he positive about religious faith. For Hume, the order of the world and our moral system is essentially the product of the projection of our ideas and emotions onto the world; the world itself is without essences, causes, and moral facts. Or so it seems. In this course we will pay in particular attention to Hume's projectivism and engage with some modern interpretations of his philosophy. As one of the most influential philosophers of all times, the Humean predicament might be said to be the human predicament; his is a vital voice in contemporary philosophy.</p>						
<b>coördinator</b>	prof dr L.W. Nauta						
<b>lecturer</b>	prof dr L.W. Nauta						
<b>programme</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Bachelor</td> <td style="width: 30%;">Exchange</td> <td style="width: 20%;">Courses</td> </tr> <tr> <td>Ba Philosophy</td> <td></td> <td></td> </tr> </table>	Bachelor	Exchange	Courses	Ba Philosophy		
Bachelor	Exchange	Courses					
Ba Philosophy							
<b>phase</b>	Bachelor						
<b>period</b>	Semester II b						
<b>credits</b>	5 EC						

<b>literature</b>	<ul style="list-style-type: none"> <li>David Hume, Enquiry concerning Human Understanding and the Principles of Morals, the standard edition is P.H. Nidditch, or the critical one by T. Beauchamp</li> </ul>
<b>language</b>	English
<b>format</b>	Lecture and seminar
<b>assessment</b>	Short essays, to be written either in Dutch or in English (the student's own choice)

### 105. TUTORIAL 1

<b>vakcode</b>	FIITUT1
<b>inhoud</b>	De onderwerpen van de tutorials liggen vast: stafleden bieden voor de diverse wetenschapsgebieden vaste onderwerpen en literatuurlijsten aan. Tutorials worden waar mogelijk uitgevoerd bij een ander staflid dan de scriptiebegeleider. Voor de tutorial, die wordt afgesloten met een paper, geldt een vast aantal van 5 begeleidingsuren. Kijk voor een lijst met mogelijke tutorial begeleiders in de studiegids.
<b>programma</b>	Ma Philosophy, Science and Humanities
<b>periode</b>	Hele jaar
<b>studielast</b>	5 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>Geen literatuur</li> </ul>
<b>taal</b>	Nederlands

### 106. TUTORIAL 2

<b>vakcode</b>	FIITUT2
<b>inhoud</b>	De onderwerpen van de tutorials liggen vast: stafleden bieden voor de diverse wetenschapsgebieden vaste onderwerpen en literatuurlijsten aan. Tutorials worden waar mogelijk uitgevoerd bij een ander staflid dan de scriptiebegeleider. Voor de tutorial, die wordt afgesloten met een paper, geldt een vast aantal van 5 begeleidingsuren. Kijk voor een lijst met tutorial begeleiders in de studiegids
<b>programma</b>	Ma Philosophy, Science and Humanities
<b>periode</b>	Hele jaar
<b>studielast</b>	5 EC
<b>literatuur</b>	<ul style="list-style-type: none"> <li>Geen literatuur</li> </ul>
<b>taal</b>	Nederlands

### 107. WHAT IS THINKING?

<b>code</b>	FI224WT
<b>objectives</b>	<ul style="list-style-type: none"> <li>knowledge of medieval philosophy, especially metaphysics and philosophy of mind</li> <li>understanding our (historical) prejudices</li> <li>to develop the competence to critically analyse medieval texts and to examine modern interpretations</li> </ul>
<b>contents</b>	The question of what thinking is is particularly pressing for philosophers. But why should we look at medieval theories of thinking? Apart from historical curiosity, a crucial reason is that medieval conceptions are both quite influential for modern theories as well as strikingly different from our



understanding of how minds work. Thus, looking at medieval theories allows us to study our roots, while also showing us some strange and forgotten ideas about the mind. Such an encounter hopefully gives rise to the nature of our current intuitions and assumptions and their limits.

The course is intended to show medieval developments as inspired by ancient roots and modern objections. Topics include the relation between thinking and being, the nature of belief, the structure of thought, the relation between thought, language, and the world as well as the normative implications of different conceptions of thought. After an initial overview, we will focus on texts by Anselm of Canterbury, Thomas Aquinas, and William of Ockham, and compare those to contemporary conceptions of thinking.

<b>coördinator</b>	prof dr M. Lenz		
<b>lecturer</b>	prof dr M. Lenz		
<b>programme</b>	Ma		Filosofie
	Ma	Filosofie	en
	Researchmaster		Filosofie
	Master Exchange Courses		Educatie
<b>phase</b>	Master		
<b>period</b>	Semester I b		
<b>credits</b>	5 EC		
<b>literature</b>	• Will be announced at the beginning of the course		
<b>language</b>	English		
<b>format</b>	Seminar / lecture		
<b>assessment</b>	Essay, commentary or blog post		

## 108. WITTGENSTEIN'S INVESTIGATIONS

<b>code</b>	FI223ML		
<b>objectives</b>	<ul style="list-style-type: none"> <li>• introduction to Wittgenstein's philosophy</li> <li>• reading and discussing Wittgenstein's philosophy in context and in relation to secondary literature</li> <li>• working on philosophical ideas with a Wittgensteinian background</li> </ul>		
<b>contents</b>	<p>Ludwig Wittgenstein (born 1889 in Vienna – died 1951 in Cambridge) was one of the most influential thinkers of the 20th century, who shaped much of the current analytic and continental strands of philosophy as well as approaches in logic, linguistics and psychology. He is often portrayed as having developed different and even opposing trends in philosophy. Through a close reading of central passages of Wittgenstein's PI, we will touch on salient themes from the philosophy of language, psychology, epistemology, action and normativity. While establishing an understanding of Wittgenstein's approach, his way of thinking should also be explored in order to test our own philosophical ideas.</p>		
<b>coördinator</b>	prof dr M. Lenz		
<b>lecturer</b>	prof dr M. Lenz		
<b>programme</b>	Bachelor	Exchange	Courses
	Ba Philosophy		
<b>phase</b>	Bachelor		
<b>period</b>	Semester II a		

<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Primary text: Ludwig Wittgenstein // transl. by G. E. M. Anscombe, P. M. S. Hacker, and J. Schulte, revised fourth edition, Oxford: Blackwell 2009, <i>Philosophical Investigations</i></li> <li>• Further advice on literature during the course will be provided</li> </ul>
<b>language</b>	English
<b>format</b>	Seminar / lecture
<b>assessment</b>	Essay, commentary or blog post

### 109. ZHUANGZI'S DAOISM

<b>code</b>	FI224ZD
<b>objectives</b>	<p>Upon successful completion of the course, participants should be able to:</p> <ul style="list-style-type: none"> <li>- understand key concepts in philosophical Daoism</li> <li>- read and interpret a text from the classical Chinese tradition</li> <li>- competently engage with traditional commentaries and secondary literature on the Zhuangzi</li> <li>- reflect on the position of classical Chinese texts in the global history of philosophy</li> </ul>
<b>contents</b>	<p>During this course, we will read the essential or 'inner' chapters of the Zhuangzi. This text was written in China in the 4th century BCE. Together with the Daodejing, it is one of the key sources of philosophical Daoism – the movement which focused on the workings of 'the Way' (Dao, 道). The Zhuangzi is known for its relativism, humour, and its original ideas about the good life, which is a life in accordance with Dao. The text influenced many later philosophers and is still highly valued by readers all over the world.</p> <p>The classes will consist of close reading sessions of the inner chapters. To clarify the meaning of the text, we will also use some traditional commentaries. In addition, we will discuss several contemporary articles that will help us better understand the key concepts in Zhuangzi's thought.</p>
<b>lecturer</b>	Lucas den Boer
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Msc Philosophy, Politics and Economics, Researchmaster Philosophy, Master Exchange Courses
<b>phase</b>	Master
<b>period</b>	Semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>• Brook Ziporyn, <i>Zhuangzi: The Essential Writings</i> (9780872209114)</li> </ul>
<b>language</b>	English
<b>format</b>	Seminar, literature study Close reading sessions
<b>assessment</b>	Essay