



university of
 groningen

faculty of philosophy

Faculteit Wijsbegeerte

Faculty of Philosophy

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Collegerooster / *Course schedules*

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Studiegids
Student Handbook

2021 - 2022

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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 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

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.

Master's degree programme in Philosophy

In its full-time variant, this is a one-year degree programme, which builds on from the specialization that students choose in the third year of the Bachelor's degree programme (History of Philosophy; Ethics, Social and Political Philosophy; Theoretical 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 (120 ECTS)

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 Philosophy and Education

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 Philosophy and Education can be started directly after gaining 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 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 or History. For more information about the entrance examination, please contact the

study advisor or go to www.rug.nl/filosofie/education/prospective/colloquium-doc-tum

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 and Master'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 extracurricular ECTS credit points, 25 of which are intended for in-depth study and 20 for broadening your horizons and for personal development. The in-depth parts are followed at your own faculty. The broadening part consists of two 5 ECTS course units to be followed at a different faculty, and the Petrus Camper Track, in which you will work on a current theme that is related to one of the Honours modules that you have followed. You will approach this theme from several different perspectives and work on it in an interdisciplinary context, thereby covering knowledge, skills and personal development components. 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.

All students who are among the top 10% of their cohort will receive an invitation to apply for a place in the University of Groningen Honours College. Students who are highly motivated but have not received an invitation can also apply, 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.

The Honours programme for Master's students is a programme worth 15 ECTS that is followed in addition to the regular Master's programme. It is a one-year programme on the theme of Leadership that is designed to introduce students to various aspects of leadership.

Please consult the UG website (www.rug.nl/honours) for more detailed information and the selection criteria. Email: 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

1.5 Research Master's programme in Philosophy

The two-year Research Master's programme consist 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. 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 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, Philosophy & Society, and the two-year grade-one teacher-training 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)

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 (*Studievereniging Faculteit Filosofie*). Anyone who studies Philosophy or the Philosophy of a Specific Discipline is welcome to join STUFF. STUFF 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 band). 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 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.stuff Groningen.nl If you have any questions, please send an email to the board at 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. 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 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 coordi-

nated. 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.

1.11 Outreach: KCF

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 Outreach 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 placements or via paid or unpaid contract research.

For more information, see:

www.rug.nl/filosofie/outreach

Contact:

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 blocks of 10 weeks each.

Semester 1 (6 September – 4 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-February					
Monday	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31
Tuesday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1
Wednesday	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2
Thursday	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3
Friday	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4

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Semester 2 (7 February – 24 June)

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

Each course unit lasts 10 weeks, i.e. half a semester. Vacations and public holidays are marked. There are usually no lectures on Wednesday.

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

Holidays and other lecture-free days:

Christmas break: 27 December 2021 to Friday 7 January 2022

Good Friday: 15 April 2022

Easter Monday: 18 April 2022

King's Day: 27 April 2022

Liberation Day: 5 May 2022
Ascension Day 26 May 2022
Whit Monday: 6 June 2022
Start Summer break: 11 July 2022

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.

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, student handbooks, 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 placements 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 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 Fré Moorrees, room 0106, tel. (+31)(0)50 363 7960, email f.c.moorrees@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 'U-order Printshop': <https://rug.print.ricoh.nl/DSF/SmartStore.aspx#!/Storefront>. You will be asked to create an account the first time you use this service. You can simply log in with your student number and password. Then select the reader of your choice and indicate where you want it delivered. Payment in the webshop takes place via a secured page (where you enter your payment details). Once you have completed your order, please wait until you automatically return to the webshop – if you close the webpage without returning to the proper location, your payment will fail!

You should also 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 1 August and for the second semester on 1 December. Even though the Faculty does not usually set deadlines for course unit registration, it is a good idea to register at least two weeks before the start of each course unit. If you fail to register in time, you may not have timely access to the practical information that goes with the course unit, such as the syllabus and information about the organization of the course unit.

You can register online via ProgRESS WWW: www.progresswww.nl/rug/

2.6 Study results

The 'results' module in ProgRESS WWW 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 University of Groningen has a policy on study costs. The policy aims to control costs so that the 'study cost' component does not exceed grant/loan budgets. The

amount that students are required to spend on study materials will therefore not exceed the government grant. Please check the website for more information:

www.rug.nl/education/bachelor/nederlandse-studenten/financien/studiekosten

Sometimes it is not possible to avoid exceeding 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 required as proof, or by another means. Please check the Student Portal for more information about the study costs policy.

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 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 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

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 a 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 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

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

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 student handbook.

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 committee are Dr L. Henderson (Chair), Dr C. Knowles and Prof. M. Lenz. The Master's degree programme in PPE has its own Admissions Board, consisting of Dr A. Schmidt and Prof. L. Herzog. The study advisor 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 *contracttoehoorder* [contract observer]. *Contracttoehouders* can only follow introductory (Minor and propaedeutic) course units. The Faculty of Philosophy charges €50 per ECTS credit point. *Contracttoehouders* who also wish to take an assessment pay an extra €100 upon registering for a course unit. Most course units have a student workload of 5, 7 or 7.5 ECTS credit points. See www.rug.nl/filosofie/education/programmes-over-view/open-colleges-en-deeltijdstudie for more information. Although no admission requirements apply to *contracttoehouders*, 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 Regulations (see p 98) 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 Jan Albert van Laar. Email: j.a.van.laar@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 (see p 38). 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

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 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 block.

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. However, the mid-term test in Year 2 of the Bachelor's degree programme in Philosophy does not consist of writing a paper.

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 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.
- 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 document 'Richtlijnen voor het schrijven van een filosofisch werkstuk' [Guidelines for writing a philosophy essay], 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

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. Some 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 the 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.

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 page 21). 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.

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

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)

In addition, the Faculty is also a partner in a multilateral Erasmus agreement of the Coimbra Group network (www.coimbra-group.eu). Please contact the international officer for more information.

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. 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 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>

Placement

You may also qualify for an Erasmus+ or Marco Polo grant if you want to follow a placement abroad within the framework of your degree programme. You should always contact the international officer if you are considering following a placement 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 placement or study period abroad.

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

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

In addition, both www.beursopener.nl and the UG web pages <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 placement 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) 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).

Please note: the possibilities and procedures may differ in the academic year 2021-2022 or change in the course of the year in response to health and safety regulations related

to the COVID-19 pandemic. Please contact the international officer if you have any questions or concerns.

4 Degree programmes in Philosophy

This is the list of programmes of the faculty of Philosophy:

Minor in Philosophy

Bacheloropleiding Filosofie

- Voltijd
 - Eerste jaar / propedeutische fase, zie p. 41.
 - Tweede jaar, zie p. 41
 - Derde jaar, zie p. 42
- Deeltijd, zie p. 56

Bachelor's programme in Philosophy of a Specific Discipline

- Full-time, see p. 46
- Part-time, see p. 57

Master Filosofie en Maatschappij

- Voltijd, zie p. 62
- Deeltijd, zie p. 95

Master's programme in Philosophy

- Full-time, see p. 68
- Part-time, see p. 95

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

- Full-time, see p. 74.
- Part-time, see p. 95

Master's programme in Philosophy, Politics and Economics (PPE)

- Full-time, see p. 60
- Part-time, see p. 95

Research Master's programme in Philosophy

- Full-time, see p. 84.
- Part-time, see p. 96.

Masteropleiding Educatie in de Mens- en Maatschappijwetenschappen: Filosofie

Tweejarig Masterprogramma inclusief Lerarenopleiding, see p.80

5 Minor

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. You can take the Minor if you have completed your first (propaedeutic) year. See also:

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 20th 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 steppingstone 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 "Bachelor Philosophy of a Specific Discipline", p. 46. The Minor courses are 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 20.

Minor programme in Philosophy

Semester I	
Quarter 1	Quarter 2
History of Philosophy I: From Plato to Hume 40 (5 ECTS)	History of Philosophy II: 19 th and 20 th Century 41 (5 ECTS)
Reasoning and Arguing 85 (5 ECTS)	Introduction to Ethics 50 (5 ECTS)
Social and Political Philosophy 89 (5 ECTS)	Philosophy of Science 75 (5 ECTS)

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 propeuse 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 eindtermen afgeleid, waaraan de alumni van de bacheloropleiding Filosofie moeten voldoen.

Kennis en inzicht

De alumni van de bacheloropleiding Filosofie beschikken over:

- overzicht van de hele geschiedenis van de (westerse) filosofie.
- overzicht van de klassieke systematische vakgebieden van de (westerse) filosofie.
- kennis van de drie specialisaties die de Faculteit Wijsbegeerte aanbiedt.
- 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.
- kennis van en inzicht in de maatschappelijke en culturele betekenis van de filosofie

Academische vaardigheden en attitudes

De alumni van de bacheloropleiding Filosofie zijn in staat om:

- een filosofische vraagstelling te concipiëren en onder begeleiding een filosofisch onderzoek van beperkte omvang te verrichten
- relevante literatuur op te zoeken en te bestuderen
- schriftelijk op gestructureerde wijze verslag te doen van de resultaten van een filosofisch onderzoek van beperkte omvang
- over de verschillende aspecten van het onderzoek mondeling te kunnen communiceren
- theorieën en standpunten uiteen te zetten en te verdedigen,
- op kritische wijze te reflecteren op de geleerde theorieën en standpunten
- de geleerde bibliografische vaardigheden toe te passen

Vorbereiding (studie) loopbaan

De alumni van de bacheloropleiding Filosofie hebben:

- 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 z'n voltijdse vorm drie jaar in beslag. Het *eerste jaar* - de propedeutische fase - bestaat geheel uit verplichte onderdelen en wordt afgesloten met het behalen van het propedeutische getuigschrift. Zie p. 41. e.v. 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. 42 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 een 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 de tweede en derde bachelorjaren, is 60 ECTS ingeruimd voor 8 verplichte niveau 2 vakken, 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. Ook in het tweede jaar wordt in practica 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 8) dat vereist is om toegelaten te worden tot de Researchmaster Philosophy.

Studenten van de bacheloropleiding Filosofie dienen in het derde jaar van de opleiding een minor van 30 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 Om tot een minor toegelaten te worden moet je je propedeuse gehaald 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 Propedeuse

De gedetailleerde gegevens van de cursussen staan in hoofdstuk 20, p. 100 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 24 (7,5 ECTS)	Logica en Argumentatietheorie 53 (7,5 ECTS)	Sociale en Politieke Filosofie 1 90 (7,5 ECTS)	Epistemology and Philosophy of Science 1 21 (7,5 ECTS)
Hist. of Philosophy 1: Ancient philosophy 43 (7,5 ECTS)	Gesch. vd Filosofie 2: Middeleeuwen 36 (7,5 ECTS)	Hist. of Philosophy 3: Early Modern period 44 (7,5 ECTS)	Gesch. vd Filosofie 4 De 19 ^e en 20 ^e eeuw 37 (7,5 ECTS)

De propedeusevakken 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 propedeusevak 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 vaardigheidenvakken van 2 ECTS. De gedetailleerde gegevens van de cursussen staan in hoofdstuk 20 Studietoelagen, (p. 100 e.v.). De nummering in de tabel correspondeert met de nummering in dat hoofdstuk.

aanmelding, en dat er een maximaal aantal studenten deel kan nemen aan sommige minoren.

De gedetailleerde gegevens van de cursussen staan in hoofdstuk 20 Studieonderdelen, vanaf p. 100. De nummering in de tabel correspondeert met de nummering in dat hoofdstuk.

Kwartaal		Nummer
Third year electives <i>Geschiedenis van de Filosofie</i>		
1	Introduction to Asian Philosophical Traditions	49
2	Condemned Philosophy? Reason and Faith in Medieval and Contemporary Thought	11
3	Modern Philosophy: Kant's Critique of Pure Reason	61
3	Early Modern Women Philosophers: Themes on Metaphysics & the Philosophy of Science	20
3	Ancient Buddhist Philosophy: Friendliness and Freedom	5
4	The Philosophy of David Hume: Epistemology, Ethics, and Religion	95
Third year electives <i>Ethiek, Sociale en Politieke Filosofie</i>		
1,2	Professionele Ethiek (Faculteit GGW)	Ocasys
1	Feminist Ontology	30
1	Kant's Theory of Property	52
2	Global Justice	38
3	Complicity: War, Gender and Race	10
3	Philosophy of Art	69
3	Philosophy of the Social Sciences*	79
4	Critical Theory	17
4	Democratic Theory	18
Third year electives <i>Theoretische Filosofie</i>		
1	Analytic Existentialism	3
1	Feminist Epistemology	29
2	Fiction, Imagination, and Lying	31
2	Philosophy of Mathematics	72
3	Advanced Logic (Faculteit FSE)	Ocasys
3	Philosophy of AI and Cognition*	68
3	Philosophy of the Life Sciences*	77
3	Philosophy of the Natural Sciences*	78
4	Argument and Controversy	7
4	Nonhuman and Human Minds	66

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 20 Studietoelagen, vanaf p. 100, nummer 8.

6.8.1 Eindtermen

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.

Eindtermen die specifiek zijn voor de verschillende opleidingen zijn in de betreffende OERen te vinden.

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.

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. 50-53.

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:

1. With regard to knowledge and understanding:
 - a. knowledge and understanding of the content and methods of the relevant discipline at Bachelor's level (by means of course units taught by the faculty of the relevant discipline)
 - b. knowledge and understanding of the central components of philosophy, both in historical and systematic contexts
 - c. knowledge and understanding of central components of the philosophy of the discipline in question, in particular core concepts, theories, problems and methods
 - d. knowledge and understanding of the academic and social significance of philosophy in general, and of the philosophy of a specific discipline in particular.
2. With regard to skills:

- a. the ability to critically process the knowledge and insights found in relevant subject-specific literature
- b. the ability to place research in a certain discipline in the broader context of philosophical reflection on that discipline
- c. the ability to apply philosophy skills in logical analysis, the history of ideas or empirical philosophy to problems, theories and debates relating to the relevant discipline
- d. the ability to independently formulate and develop a clear, substantiated problem definition
- e. the ability to present systematic and clear arguments, both orally and in writing
- f. the ability to give and process constructive criticism
- g. the ability to set up and carry out a research project of limited scope under supervision.

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. 57.

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 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 block 3 (semester IIa), because this course unit is only taught in

block 3 of each academic year. You could subsequently follow an elective in block 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 blocks 3 and 4 than in blocks 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 block in semester I of each academic year. However, it is advisable to follow Philosophy of Science first in block 2, so that you can take the Specialization course unit in block 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 €7,666 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: www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/tarieven/collegegeld-voor-een-tweede-opleiding-van-dezelfde-graad

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 via 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 specialisation course, PoaSD-students are required to attend several practicals. These practicals aim to develop philosophical writing skills, and attendance is mandatory for PoaSD-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 (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:

<i>Course units</i>	<i>Student workload</i>
6 Introductory course units (= also the Minor in Philosophy)	30 ECTS
1 Specialization course unit in the relevant academic discipline	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
Total	60 ECTS

Details of the course units can be found in Chapter 20: Course Units, from page 100 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	40
1	Reasoning and Arguing	5	85
1	Social and Political Philosophy	5	89
2	Introduction to Ethics	5	50
2	History of Philosophy II: 19th and 20th Century	5	41
2	Philosophy of Science	5	75

Specialization course units in the seven academic disciplines:

Quarter	Course unit	ECTS	No.
Philosophy of the Natural Sciences			
3	Philosophy of the Natural Sciences	5	78
Philosophy of the Life Sciences			
3	Philosophy of the Life Sciences	5	77
Philosophy of Economics and the Social Sciences			

3	Philosophy of the Social Sciences	5	79
Philosophy of History			
3	Philosophy of the Humanities	5	76
Philosophy of the Arts and Culture			
3	Philosophy of the Humanities	5	76
Philosophy of Political Science			
3	Philosophy of the Humanities	5	76
Philosophy of Cognitive Science			
3	Philosophy of AI and Cognition	5	68

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.
Philosophy of the Natural Sciences			
1	Analytic Existentialism	5	3
1	Feminist Epistemology	5	29
1	Philosophy of Mind: Lichaam, Brein, Geest	7	73
2	Condemned Philosophy	5	11
2	Fiction, Imagination, and Lying	5	31
2	Philosophy of Mathematics	5	72
3	Philosophy of AI and Cognition	5	68
3	Philosophy of the Life Sciences	5	77
3	Modern Philosophy: Kant's Critique of Pure Reason	5	61
3	Early Modern Women Philosophers	5	20
3	Advanced Logic	5	Ocasys
3	Logic and Epistemology	7	54
4	Epistemology and Philosophy of Science 2	7	22
4	Argument and Controversy	5	7
4	Nonhuman and Human Minds	5	66
Philosophy of the Life Sciences			
1	Analytic Existentialism	5	3
1	Feminist Epistemology	5	29
1	Philosophy of Mind: Lichaam, Brein, Geest	7	73
1-2	Professionele ethiek (GGW)	5	Ocasys
2	Fiction, Imagination, and Lying	5	31
2	Philosophy of Mathematics	5	72
3	Philosophy of AI and Cognition	5	68
3	Philosophy of the Natural Sciences	5	78
3	Modern Philosophy: Kant's Critique of Pure Reason	5	61
3	Logic and Epistemology	7	54
4	Epistemology and Philosophy of Science 2	7	22

4	Argument and Controversy	5	7
4	Nonhuman and Human Minds	5	66
Philosophy of Economics and the Social Sciences			
1	Analytic Existentialism	5	3
1	Feminist Ontology	5	30
1	Kant's Theory of Property	5	52
2	Condemned Philosophy	5	11
2	Ethiek 2: Morele verantwoordelijkheid	7	25
2	Global Justice	5	38
3	Complicity: War, Gender and Race	5	10
3	Logic and Epistemology	7	54
4	Critical Theory	5	17
4	Democratic Theory	5	18
4	Sociale en Politieke Filosofie 2	7	91
Philosophy of History			
1	Introduction to Asian Philosophical Traditions	5	49
1	History of Philosophy 5: Topics in Language and Reality	7	45
2	Condemned Philosophy? Reason and Faith	5	11
3	Early Modern Women Philosophers	5	20
3	Ancient Buddhist Philosophy: Friendliness and Freedom	5	5
3	Modern Philosophy: Kant's Critique of Pure Reason	5	61
3	Complicity: War, Gender and Race	5	10
4	De filosofie van David Hume	5	95
4	Sociale and Politieke Filosofie 2	7	91
4	Critical Theory	5	17
Philosophy of the Arts and Culture			
1	Introduction to Asian Philosophical Traditions	5	49
1	History of Philosophy 5: Topics in Language and Reality	7	45
1	Feminist Ontology	5	30
1	Analytic Existentialism	5	3
2	Condemned Philosophy? Reason and fait	5	11
2	History of Philosophy 6: Hermeneutics. Nietzsche's Meditation, the Buddha's Art	7	46
3	Philosophy of Art	5	69
3	Early Modern Women Philosophers	5	20
3	Ancient Buddhist Philosophy: Friendliness and Freedom	5	5
3	Modern Philosophy: Kant's Critique of Pure Reason	5	61
3	Complicity: War, Gender and Race	5	10
3	Fiction, Imagination and Lying	5	31
4	De filosofie van David Hume	5	95
4	Sociale and Politieke Filosofie 2	7	91
4	Critical Theory	5	17
Philosophy of Political Sciences			
1	Feminist Ontology	5	30
1	Kant's Theory of Property	5	52

1	Analytic Existentialism	5	3
1	Feminist Epistemology	5	29
2	Ethiek 2: Morele verantwoordelijkheid	7	25
2	Global Justice	5	38
3	Philosophy of the Social Sciences	5	79
3	Complicity: War, Gender and Race	5	10
3	Logic and Epistemology	7	54
4	Argument and Controversy	5	7
4	Critical Theory	5	17
4	Democratic Theory	5	18
4	Sociale en Politieke Filosofie 2	7	91
Philosophy of Cognitive Sciences			
1	Analytic Existentialism	5	3
1	Feminist Epistemology	5	29
1	Philosophy of Mind: Lichaam, brein, geest	7	73
1	History of Philosophy 5: Topics in Language and Reality	7	45
2	Fiction, Imagination, and Lying	5	31
2	Philosophy of Mathematics	5	72
3	Advanced Logic (FSE)	5	Ocasys
3	Philosophy of the Life Sciences	5	77
3	Modern Philosophy: Kant's Critique of Pure Reason	5	61
3	Logic and Epistemology	7	54
4	Epistemology and Philosophy of Science 2	7	22
4	Argument and Controversy	5	7
4	Nonhuman and Human Minds	5	66

General course units

Quarter	Course unit	ECTS	No.
1	Ethiek 2: Morele verantwoordelijkheid	7	25
2	Fiction, Imagination and Lying	5	31
3	Meta-ethiek	7	59
3	Logic and Epistemology	7	54

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	8

Entry requirements for electives

Entry requirements usually apply to electives. These are set out at the back of the student handbook and 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 20: 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. The thesis concludes with a final discussion in the presence of a second lecturer. 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 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

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

An overview of tuition fees for the academic year 2021-2022 can be found at 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 2021-2022 is € 789,-. 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.

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 drie 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

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 Student Handbook.

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 programmes in Philosophy and Philosophy and Society (Filosofie en Maatschappij)

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

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 Philosophy and Education (Filosofie en Educatie)

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.

Relaxation of the Bachelor's-before-Master's rule

Under normal circumstances, it is not possible to register for a Master's degree programme if you have not yet completed the Bachelor's degree programme in Philosophy or the Philosophy of a Specific Discipline. However, in response to the COVID-

19 pandemic, the Faculty of Philosophy is currently permitting Bachelor's students who still need to pass a maximum of 15 ECTS worth of course units to start a Master's degree programme. Even though these 15 ECTS may include the thesis, we strongly advise you to complete your thesis before starting a Master's degree programme.

First-year university of applied sciences (HBO) students can be admitted to the Bachelor's degree programme in Philosophy if they still need to pass a maximum of 15 ECTS of their HBO propaedeutic phase. If you think you may qualify for this regulation, please contact the study advisor (fil-study-advisor@rug.nl). The Admissions Board of the relevant degree programme will then assess your request for admission.

Most Master's degree programmes have two starting dates each year, one in February and one in September. However, the Master's degree programme in PPE can only be started on 1 September. Admission outside the official starting dates is not normally possible, so you should make sure that you complete your Bachelor's degree before the next available starting date.

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

10 Master Philosophy, Politics and Economics

A separate student handbook (called Prospectus) about the Philosophy, Politics and Economics master's programme is available.

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

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

11 Master Filosofie en Maatschappij

11.1 Inleiding

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

11.2 Doelstellingen en eindkwalificaties Master Filosofie en Maatschappij

Filosofie en Maatschappij stelt zich ten doel om studenten zelfstandig en kritisch te leren nadenken over de rol die de filosofie kan spelen in publieke debatten over maatschappelijke vraagstukken, alsmede de rol die filosofie kan spelen op het terrein van overheidsbeleid en in de diverse beroepspraktijken. Naast deze reflectie en analyse stelt de opleiding zich ook ten doel de student te leren zelf actief een bijdrage te leveren aan deze debatten en praktijken. Benutting van filosofische kennis en vaardigheden op een breed scala van maatschappelijke vraagstukken staat hierbij centraal. De opleiding beoogt dat de student daartoe beschikt over een uitgebreide kennis van de filosofie en haar geschiedenis, een breed inzicht in methoden en stijlen van filosofiebeoefening, alsmede vaardigheden - in woord en geschrift - om deze kennis te benutten voor genoemde verheldering en analyse van debatten en discussies, dan wel verspreiding en popularisering van kennis.

Uit de algemene doelstelling van de Mastertrack Filosofie en Maatschappij zijn de volgende eindtermen afgeleid, waaraan de alumni van de opleiding moeten voldoen.

Kennis en inzicht

De alumni van de mastertrack Filosofie en Maatschappij beschikken over:

1. Kennis van de belangrijkste historische en systematische vraagstukken van de filosofie
2. Een grondige kennis van filosofische stijlen en methoden van filosofiebeoefening
3. Kennis van publieke debatten over maatschappelijke thema's en de rol die filosofie in deze debatten speelt

Academische vaardigheden en attitudes

4. een innovatieve filosofische vraagstelling te formuleren met het oog op het toepassen van filosofische kennis en filosofische methoden en technieken ter verheldering en analyse van publieke debatten, beleid, en beroepspraktijken
5. een filosofisch onderzoek van enige omvang te formuleren
6. op schriftelijk wijze verslag te doen van de resultaten van een filosofisch onderzoek voor niet-specialisten en diverse doelgroepen
7. over de verschillende aspecten van het onderzoek mondeling te kunnen communiceren voor een breed, niet-filosofisch geschoold publiek of beroepsgroepen

-
8. theorieën en standpunten uiteen te zetten en te verdedigen voor een niet-filosofisch geschoold publiek
 9. op kritische wijze te reflecteren op de geleerde theorieën en standpunten en hun toepassingen in maatschappelijke debatten en beroepspraktijken
 10. de geleerde bibliografische vaardigheden toe te passen

Vorbereiding (studie)loopbaan

De alumni van de masteropleiding Filosofie en Maatschappij hebben:

11. voldoende wetenschappelijk niveau om tot een vervolgstudie toegelaten te kunnen worden dan wel zich met succes op de arbeidsmarkt te begeven.
12. voldoende kennis van de arbeidsmarkt en beroepsperspectieven, en inzicht in de wijze waarop filosofie een rol kan spelen in de diverse beroepspraktijken.

11.3 Toelatingsvoorwaarden

Studenten kunnen worden toegelaten op basis van een

- bachelor Filosofie
- bachelor Filosofie van een bepaald wetenschapsgebied
- (inter)nationaal equivalent van de hiervoor genoemde opleidingen (ter beoordeling van de toelatingscommissie).

11.4 Opbouw onderwijsprogramma

Om bovenstaande doelstellingen en eindkwalificaties te realiseren biedt de master-track Filosofie en Maatschappij een programma dat bestaat uit drie onderdelen:

1. Drie verplichte vakken Filosofie en Maatschappij (samen 20 ECTS).
2. Drie filosofische keuzevakken (van 5 ECTS elk), waarvan binnen de door de student gekozen afstudeerrichting. De opleiding kent drie afstudeerrichtingen:
 - Geschiedenis van de Filosofie
 - Ethiek, Sociale en Politieke Filosofie
 - Theoretische Filosofie

De vakken kunnen worden gekozen uit de lijst van mastervakken van de vakgroepen.

3. Afstudeerproject van 25 ECTS.

In schema ziet het onderwijsprogramma er als volgt uit:

Onderwijsprogramma Master Filosofie en Maatschappij

Semester I		Semester II	
Periode 1	Periode 2	Periode 3	Periode 4
F&M 1: Publieksgericht schrijven 32 5 ECTS	F&M 3: Philosophy of Climate change 34 5 ECTS	Filosofisch keuzevak 3 5 ECTS	Afstudeerproject: - Stage - Scriptie cursus - Scriptie 2 25 ECTS
F&M 2: Filosofische Interventies 33 5 ECTS			
Filosofisch keuzevak 1 5 ECTS	Filosofisch keuzevak 2 5 ECTS		

Het kerncurriculum Filosofie en Maatschappij bestaat uit vier cursussen:

- Filosofie en Maatschappij 1: Publieksgericht Schrijven (5 ECTS)
- Filosofie en Maatschappij 2: Filosofische Interventies (10 ECTS)
- Filosofie en Maatschappij 3: Philosophy of Climate Science (5 ECTS)

In *Filosofie en Maatschappij 1: Publieksgericht Schrijven* ontwikkel je vaardigheden om over filosofie te schrijven voor een breed publiek. In deze cursus leer je hoe je een filosofische tekst schrijft die interessant en begrijpelijk is voor een niet-filosofisch geschoold publiek. Je oefent je in onderwerpskeuze en in aantrekkelijk schrijven. Hierbij word je gestimuleerd je filosofische belangstelling, kennis en vaardigheden in verband te brengen met maatschappelijke actualiteiten, eigen ervaringen, verrassende bronnen of alledaagse situaties. Ook is er aandacht voor het fenomeen publieksfilosofie en voor de rol van journalistiek in een democratische samenleving.

In *Filosofie en Maatschappij 2: Filosofische Interventies* leer je om zelf filosofisch te interweniëren in een actueel vraagstuk. Daartoe leer je zelf onderzoek doen naar een actueel thema (onder begeleiding) en om je de inhoudelijk kennis van voor dat vraagstuk relevante filosofische opvattingen eigen te maken. Ook leer je verschillende types filosofische interventies kennen, verschillend naar product (opiniestuk voor krant, verslag voor de gemeente, video, etc.) en verschillend naar filosofische stijl (analytisch-conceptueel, historisch, etnografisch, etc.). Mondelinge presentatie is een vaardigheid die hier eveneens getoetst wordt.

In *Filosofie en Maatschappij 3* wordt een actueel thema filosofisch belicht. Dit jaar is dat Philosophy of Climate Science.

Filosofische verdieping

De filosofische verdieping bestaat uit drie filosofische keuzevakken. De filosofische keuzevakken worden samen met studenten van andere masteropleidingen gevolgd.

De student kan de filosofische keuzevakken kiezen uit het volledige mastervakken-aanbod. Het wordt ten eerste aanbevolen om de vakken te kiezen die thematisch het meest voorbereiden op, en aansluiten bij het beoogde afstudeerproject van de student.

11.5 Overzicht Mastercolleges

De gedetailleerde gegevens van de cursussen staan in hoofdstuk 20 Studieonderdelen, vanaf p. 100. De nummering in de tabel correspondeert met de nummering in dat hoofdstuk. Tenzij anders vermeld, kennen de cursussen een studietijd van 5 ECTS.

Kwartaal		Nummer
1	Filosofie en Maatschappij 1: Publieksgericht schrijven	32
1-2	Filosofie en Maatschappij 2: Filosofische interventies (10 ECTS)	33
3	Filosofie en Maatschappij 3: Philosophy of Climate Science	34
<i>Keuzevakken</i>		
Mastervakken <i>Geschiedenis van de Filosofie</i>		
1	Fate, Freedom and Necessity	28
1	Kant, Normativity, Critique	51
2	Wittgenstein's Philosophical Investigations	99
3	Existence and Democracy	26
3	Modern Philosophy: The Crisis of European Sciences	62
4	Racism, Colonialism, and the History of Philosophy	84
Mastervakken <i>Ethiek, Sociale en Politieke Filosofie</i>		
1	Relating as Equals	86
1	Social Phenomenology	93
2	Modernity as Dominance: Adorno and Foucault (PPE elective)	63
2	Ethics of Future Generations (PPE elective)	23
2	Duties to the Self	19
3	Consequentialism (PPE elective)	12
3	Hegel's Practical Philosophy (PPE elective)	39
3	Neuroethics	65
4	Arguing about Taste	6
4	Analytical Nihilism	4
Mastervakken <i>Theoretische Filosofie</i>		
1	Philosophy of Illness and Medicine	70
1	Social Epistemology of Science	92
2	Philosophy of Neuroscience	74
2	Philosophy and Mental Disorders	67
3	Formal Epistemology	35
3	Fallacies	27

4	Philosophy of Language	71
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Afstudeerproject

Het afstudeerproject (25 ECTS) vormt de afsluiting van de opleiding en is daarbinnen een verplicht onderdeel. Het afstudeerproject bestaat uit twee onderdelen:

1. stage en stageverslag
2. Masterscriptiecursus en korte Masterscriptie

Stage

Stage en scriptie worden tezamen opgevat worden als een afstudeerproject van 25 ECTS. Met afstudeerproject wordt bedoeld, dat de scriptie aansluit bij de stage, of er zelfs het resultaat van is. Het is dus *niet* mogelijk om een stage afzonderlijk in het programma van de master op te nemen.

Het doen van een stage heeft tot doel de student arbeidservaring als filosoof te laten op doen buiten een Filosofisch Instituut. Een stage kan bestaan uit het doen van filosofisch onderzoek, maar ook uit andere taken. Wel moeten deze werkzaamheden zo veel mogelijk voortvloeien uit een vraag vanuit de stageverlenende instelling en bovendien daar worden uitgevoerd. De praktische begeleiding van de stagiaire is in handen van een begeleider binnen de stageverlenende instelling, de inhoudelijke begeleiding in die van een docent van onze faculteit.

Studenten volgen een stage bij een (overheids)instelling, stichting, of bedrijf. Voorbeelden van mogelijke stageplaatsen zijn de redacties van filosofische tijdschriften, uitgeverijen, ziekenhuizen, adviescommissies, emancipatiecommissies, bedrijven, Studium Generales, non-profitorganisaties, wetenschappelijke bureaus van politieke partijen, Europese gremia, etc. Ter afronding van de stage levert de stagiair een verslag in van het filosofisch onderzoek dat uitgevoerd is tijdens de stage. Dit verslag kan niet dienen als scriptie, maar het kan wel gezien worden als een voorbereiding daarop.

Houd er rekening mee dat het vinden van een stageplaats soms drie maanden kan vergen.

Wie een stage wil gaan doen, wordt dringend aangeraden zo spoedig mogelijk contact op te nemen met de stagecoördinator, om ideeën op te doen, om al bestaande plannen ter goedkeuring voor te leggen of om op een andere manier hulp te krijgen. De faculteit is de student op allerlei manieren behulpzaam bij het vinden van een stageplaats, maar kan daarvoor uiteraard geen garantie geven. Als er eenmaal een stageplaats gevonden, dan wordt een stage-contract afgesloten tussen de student, de begeleider vanuit de stage-verlenende instelling en de begeleidende docent. Bij de stagecoördinator is tevens op aanvraag het 'Stagereglement' verkrijgbaar met daarin meer uitgebreide informatie. Het reglement staat ook op de facultaire website. De stagecoördinator is Dr. Marc Pauly: m.pauly@rug.nl

Masterscriptie en -scriptie cursus

De Masterscriptie vormt het tweede deel van de het afstudeerwerkstuk. De scriptie is de afronding van de opleiding en is daarbinnen een verplicht onderdeel. In de Masterscriptie laat de student zien dat hij/zij in staat is om zelfstandig onderzoek te doen op het terrein van de Filosofie en hier schriftelijk over te rapporteren. De student geeft blijk van voldoende kennis, inzicht en vaardigheid op het terrein van de Filosofie om zelfstandig deel te kunnen nemen aan een wetenschappelijke discussie. De student is in staat een probleemstelling te formuleren en af te bakenen, relevant materiaal te verzamelen, bestuderen, evalueren en ordenen, een adequate onderzoeksmethode te kiezen en verantwoorden, een helder en systematisch betoog op te zetten, bibliografische vaardigheden toe te passen en conclusies uit eigen onderzoek te kunnen trekken. In de Masterscriptie laat de student zien in staat te zijn een originele bijdrage aan het vakgebied te leveren en over de verschillende aspecten van de scriptie ook mondeling te communiceren.

De (verplichte) Masterscriptie cursus wordt behalve in semester 2 ook aangeboden in semester 1. Iedere editie van de scriptie cursus zal worden voorbereid in een verplichte bijeenkomst die ongeveer twee weken na de start van het semester plaats vindt. Tijdens de scriptie cursus worden studenten ingedeeld in zelfsturende peer-review groepen die tot doel hebben problemen op tijd te signaleren en studenten een ondersteuningsstructuur te bieden tijdens het schrijven van hun scriptie. Het schrijfproces speelt zich voornamelijk af in kwartaal 2 en 4. Het succesvol afronden van de scriptie cursus is verplicht voor het behalen van de studiepunten voor de Masterscriptie.

De scriptie in de Master Filosofie en Maatschappij heeft een studielast van 10 ECTS en een omvang van maximaal 10.000 woorden. Met de begeleiders van de scriptie kunnen afspraken gemaakt worden om, mocht het type scriptie dat geschreven wordt daar aanleiding toe geeft, af te wijken van dit aantal woorden.

Om mogelijkheden en onmogelijkheden van een afstudeerproject in het vizier te krijgen is het uiteraard verstandig en sterk aan te bevelen dat de student al in een heel vroeg stadium in contact treedt met de stagecoördinator en eventueel de beoogde scriptiebegeleider.

Scriptieprotocol

Voor het overzicht over de eisen aan het afstudeerwerkstuk en de afstudeerprocedure, zie het Protocol Masterscriptie op de Student Portal (onder Regelingen voor Studenten).

12 Master Philosophy

12.1 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).

12.2 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 those questions relate to problems in the various disciplines and in society. A further objective is to equip students with extensive knowledge, understanding and skills in one of the three specializations that are practised and taught at the Faculty: History of Philosophy; Ethics, Social and Political Philosophy; Theoretical Philosophy. Graduates of the Master's degree programme in Philosophy are able to demonstrate familiarity with the discipline and practise philosophy independently in a professional context.

The following learning outcomes for graduates of the Master's programme in Philosophy are based on the general objective of the programme.

Knowledge and understanding

Graduates of the Master's degree programme in Philosophy have:

- 1 - knowledge of the most important historical and systematic questions in philosophy.
- 2 - in-depth knowledge of the philosophical questions within one specialization.
- 3 - knowledge of the philosophical methods of the specialization.

Academic skills and attitudes

Graduates of the Master's degree programme in Philosophy are able to:

- 4 - formulate an innovative philosophical question, based on in-depth knowledge of the philosophical questions within a specialization.
- 5 - carry out a substantial philosophical study.
- 6 - compile a structured report, for specialists as well as non-specialists, on the results of a philosophical study.
- 7 - communicate orally about the various aspects of the research.
- 8 - explain and defend theories and viewpoints.
- 9 - reflect critically on the theories and viewpoints learned.
- 10 - apply the bibliographical skills learned.

Preparation for further study or a career

Graduates of the Master's degree programme in Philosophy have:

- 11 - attained an academic level that is satisfactory for admission to a further course of study that assumes a high level of autonomy, or for successful participation in the graduate job market.

12.3 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.

12.4 Programme structure

In order to realize the above objectives and learning outcomes, a curriculum with three components is being developed for the Master's degree programme in Philosophy: deepening course units in Philosophy with a total student workload of 40 ECTS credit points, a course unit in Writing for a Broader Audience (5 ECTS) and a Master's thesis (15 ECTS). The teaching programme is set out in the table below.

Teaching programme for the Master's programme in Philosophy

Semester I		Semester II	
Period 1	Period 2	Period 3	Period 4
P&S 1 Writing for a Broader Audience 32 5 ECTS	Philosophy elective course unit 3 5 ECTS	Philosophy elective course unit 6 5 ECTS	Philosophy elective course unit 8 5 ECTS
Philosophy elective course unit 1 5 ECTS	Philosophy elective course unit 4 5 ECTS	Philosophy elective course unit 7 5 ECTS	Master's Thesis Course and Thesis 15 ECTS
Philosophy elective course unit 2 5 ECTS	Philosophy elective course unit 5 5 ECTS		

Writing for a Broader Audience

Students take the course unit Writing for a Broader Audience together with students of the Master's degree programme in Philosophy & Society. This course unit will teach you how to write a philosophical text that is interesting and understandable to a non-philosophically trained audience. You will practise aspects such as how to

choose a topic and how to write an attractive text. You will be encouraged to link your philosophical interest, knowledge and skills to current themes in society, your own experiences, surprising sources or everyday situations. In addition, attention will be paid to the phenomenon of public philosophy and to the role of journalism in a democratic society.

Elective course units

Students choose eight Master's course units. At least four of these must be within their specialization. The degree programme has three specializations:

- History of Philosophy
- Ethics, Social and Political Philosophy
- Theoretical Philosophy

The Faculty offers at least five Master's course units within each specialization, giving a total of at least 15 Master's course units.

The elective course units in Philosophy are also offered to students of Filosofie en Maatschappij, and to students of the other Master's degree programmes.

Overview of Master's course units

Details of the course units can be found in Chapter 20 Course units. The numbering in the table corresponds to the numbering in that chapter.

Quarter		Number
1	Philosophy & Society 1: Writing for a Broader Audience	32
Master's course units in <i>History of Philosophy</i>		
1	Fate, Freedom and Necessity	28
1	Kant, Normativity, Critique	51
2	Wittgenstein's Philosophical Investigations	99
3	Existence and Democracy	26
3	Modern Philosophy: The Crisis of European Sciences	62
4	Racism, Colonialism, and the History of Philosophy	84
Master's course units in <i>Ethics, Social and Political Philosophy</i>		
1	Relating as Equals	86
1	Social Phenomenology	93
2	Modernity as Dominance: Adorno and Foucault (PPE elective)	63
2	Ethics of Future Generations (PPE elective)	23
2	Duties to the Self	19
3	Consequentialism (PPE elective)	12
3	Hegel's Practical Philosophy (PPE elective)	39

3	Neuroethics	65
4	Arguing about Taste	6
4	Analytical Nihilism	4
Master's course units in <i>Theoretical Philosophy</i>		
1	Philosophy of Illness and Medicine	70
1	Social Epistemology of Science	92
2	Philosophy of Neuroscience	74
2	Philosophy and Mental Disorders	67
3	Formal Epistemology	35
3	Fallacies	27
4	Philosophy of Language	71

12.5 Master's thesis course and thesis; final assessment

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.

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.

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.

Length

The thesis for the Master's degree in Philosophy has a student workload of 15 ECTS credit points and must be no more than 12,000 words in length. Students may deviate from this word count in consultation with the thesis supervisors depending on the type of thesis that is being written.

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]).

13 Master Philosophy, Science and Humanities

13.1 Introduction

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

13.2 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 and their applications

Students who have completed the programme

- have acquired knowledge and understanding on the level of a master's degree of their specific scientific or scholarly discipline;
- have acquired knowledge and understanding on the level of a master's degree of the main parts of philosophy of science, especially concepts, theories, problems and methods of the philosophy of their specific scientific or scholarly discipline ;
- have acquired knowledge and understanding of the social and cultural impact of philosophy in general and of the philosophy of the specific discipline in particular;
- know the discussions in the forefront of their field, and are able to take part in them.

Applying knowledge and understanding

Students who have completed the programme

- are able to apply philosophical logical-analytical skills, or skills from the history of ideas, or conceptual analysis or empirical philosophical skills to problems, theories and debates that are related to their specific scientific or scholarly discipline.

Making judgements

Students who have completed the programme

- are able to situate research in a specific discipline in the broader context of philosophical reflection on the specific discipline;
- are able to formulate and carry out philosophical research related to their specific scientific or scholarly discipline.

Communication skills

Students who have completed the programme

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

Learning skills

Students who have completed the programme

- have 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 in the labour market, to conduct work of academic quality within the appropriate working environment for academics.

13.3 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.

13.4 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.

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

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

<i>1st Quarter</i>	<i>2nd Quarter</i>	<i>3rd Quarter</i>	<i>4th Quarter</i>
Philosophy of your Discipline: Introduction 80 (10 ECTS)		Philosophy of your discipline: Speciali- sation 81 (10 ECTS)	
Academic Philo- sophical Writing 1 (5 ECTS)		Tutorial 1 97 (5 ECTS)	

Year two

<i>1st Quarter</i>	<i>2nd Quarter</i>	<i>3rd Quarter</i>	<i>4th Quarter</i>
History of science: A from Galileo to Darwin 47 (5 ECTS)	History of science: B Darwin 48 (5 ECTS)	Master's thesis course and thesis 57 (15 ECTS)	
	Tutorial 2 98 (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.

The *History of Science* course consists of two parts. In the first part you 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. In the second part you will closely read 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's a non-exhaustive list of possible supervisors.

Natural sciences	Henderson, Keijzer, Romeijn, de Canson
Life sciences	Keijzer, Romeijn, Eronen, Romero, de Canson
Economic en social sciences	Hindriks, Vega, Stahl, Schmidt, Knowles, Herzog, Romeijn, de Canson, Eronen, Brandenburg

History of science / philosophy of science	Nauta, Adriaenssen, Lenz, Nawar, Sangiacomo, Bremner, Van Mazijk
Arts and culture	Vega, Stahl, Evers
Political science	Herzog, Vega, Stahl, Schmidt, Hindriks, Georgescu
Cognitive science	Keijzer, Romero, Eronen, Kooi, van Mazijk, Henderson, Romeijn, 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'll learn the main principles of academic philosophical writing and you'll be able to distinguish between the scope, aims and methods of philosophy and those of your scientific or scholarly discipline. You'll integrate the main principles of philosophical writing in a self-written philosophical paper and will peer-review the work of fellow students.

Mentoring

All students are coupled to a mentor at the start of the year. These mentors help out with choosing topics for the tutorials and serve as a first port of call for questions pertaining to the contents of the program. For advice on how to plan and study the program, students may also approach the study advisor.

13.5 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.

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 bachelor 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) .

14 Lerarenopleiding

14.1 Inleiding

De Lerarenopleiding (officiële naam: Master Educatie in de Mens- en Maatschappijwetenschappen – Filosofie) is een tweejarige opleiding (120 EC). De master bestaat enerzijds uit een inhoudelijk filosofische 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 de Lerarenopleiding heb je zowel een Master 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 Lerarenopleiding. Per studiejaar vind je een studieschema met een overzicht van de studieonderdelen, zowel verplicht als keuze.

14.2 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.

14.4 Opbouw van het onderwijsprogramma

Het eerste jaar van de opleiding komt ongeveer overeen met het programma van de eenjarige masteropleiding Filosofie, met dien verstande 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'. Deze dienen gelijktijdig gevolgd te 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 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 Master Educatie in de Mens- en Maatschappijwetenschappen – Filosofie zie de studentportal: <https://student.portal.rug.nl/infonet/studenten/gmw/studyinfo/masters/lerarenopleiding/> en de opleidingspagina: www.rug.nl/masters/social-sciences-and-humanities-education-philosophy

De studieadviseur van de lerarenopleiding is:

Chris Diederiks

Tel. 050 -363 9704.

h.c.diederiks@rug.nl

De vakdidacticus voor de lerarenopleiding Filosofie is:

Eva-Anne le Coultre

tel.: 050 - 363 6612

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Universitaire Lerarenopleiding

bezoekadres:

Grote Kruisstraat 2/1 - Muntinggebouw

9712 TS Groningen

15 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 Ph.D. 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.

16 Research Master Philosophy

16.1 Introduction

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

16.2 Aims and objectives of the programme

The goal of the Research Master is to prepare students for doing philosophical research, in particular preparing and writing a Ph. D. thesis in one of the areas of specialization offered by the departments. From this general goal a number of qualifications follow to be achieved by the alumni of the programme.

Theoretical knowledge and research skills

- 1 Alumni of the programme have an overview of important systematic and historical issues in philosophy, and a detailed knowledge of important issues in their area of specialization.
- 2 They have a mastery of the methodology appropriate to their area of specialization.
- 3 They have an overview of important developments in other scientific fields or cultural fields related to their area of specialization.
- 4 They have an expertise in formulating clear and innovative research problems based on solid groundings in the state of the art in their area of specialization and the literature.
- 5 They have experience in integrating philosophical research and developments in other scientific fields related to their area of specialization.
- 6 They have gained experience in the full process of scientific research, including reporting on the results of their research. These qualifications are reflected in their Master Thesis that takes the form of a publishable article.

General academic skills

- 7 Alumni of the programme are trained in argumentation and academic writing.
- 8 They are able to report on their research to specialists and non-specialists alike.
- 9 They are capable of writing on and speaking about their research in the English language.
- 10 They are trained in information search, in data documentation and archiving.
- 11 They have the skills required for further study in a largely self-directed manner.

General work attitude

- 12 Alumni of the programme have acquired a general work attitude required for membership of a research team, and for participation in a research network in their own area of research.
- 13 They conduct research in accordance to The Netherlands Code of Conduct for Scientific Practice (VSNU).

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)

16.3 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 Board of Examiners. Admissions Board members are: Dr. C. Knowles, Dr. M. Lenz, Dr. L. Henderson (chair). The study advisor is an consultative member of the Board and he also acts as its secretary. He 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 1st.) 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.

16.4 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) Specialization I (10 ECTS)	Core Issues III-IV (10 ECTS) Specialization III <i>or</i> two elective Master courses (10 ECTS)
		Specialization II (10 ECTS)*
	Research in practice I (10 ECTS)	
Year 2	Term abroad (30 ECTS)**	RM thesis course and thesis (25 ECTS) Research in practice II (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

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

16.5 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 will be judged on its coherence and must meet the requirements listed below.

Students who wish to depart from the rules of the programme should contact the study advisor, who is also secretary of 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 organization 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 (2 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 two specialization courses of which at least one is within their own area of specialization; The first part of the specialization courses are 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 was completed to prevent an accumulation of the workload at the end of the programme!!

Regular Master courses (2x 5 ECTS) or a third Specialization course (10 ECTS)

Students choose two regular philosophy Master's courses from the list of Master courses below, on p. 89. Instead of taking two Master courses, students may also choose to take a third Specialization course (that is, a combination of a regular Master course and a related tutorial).

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 20 'Course units'. The numbers in the table correspond with the numbers in that chapter.

Quarter		Number
<i>Core issues (Compulsory)</i>		
1	Core Issues : Normativity and Epistemic Perspectives	13
2	Core Issues : Philosophy and its Past	14
3	Core Issues : Kant and Kantian Ethics	15
4	Core Issues : American pragmatism	16
<i>Master courses History of Philosophy</i>		
1	Fate, Freedom and Necessity (+ tutorial)	28
1	Kant, Normativity, Critique (+ tutorial)	51
2	History of science: B. Darwin (+tutorial)	48
2	Wittgenstein's Philosophical Investigations (+ tutorial)	99
3	Existence and Democracy (+ tutorial)	26
3	Modern Philosophy: The Crisis of the European Sciences (+ tutorial)	62
4	Racism, Colonialism, and the History of Philosophy (+ tutorial)	84
<i>Master courses Ethics, Social and Political Philosophy</i>		
1	Relating as Equals (+ tutorial)	86
1	Social Phenomenology (+ tutorial)	93
2	Modernity as Dominance: Adorno and Foucault (+ tutorial)	63
2	Ethics of Future Generations (+ tutorial)	23
2	Duties to the Self (+ tutorial)	19
3	Consequentialism (+ tutorial)	12
3	Hegel's Practical Philosophy (+ tutorial)	39
3	Neuroethics (+ tutorial)	65

4	Arguing about Taste (+ tutorial)	6
4	Analytical Nihilism (+ tutorial)	4
Master courses <i>Theoretical Philosophy</i>		
1	Philosophy of Illness and Medicine (+ tutorial)	70
1	Social Epistemology of Science (+ tutorial)	92
2	Philosophy of Neuroscience (+ tutorial)	74
2	Philosophy and Mental Disorders (+ tutorial)	67
3	Formal Epistemology (+ tutorial)	35
3	Fallacies (+ tutorial)	27
4	Philosophy of Language (+ tutorial)	71

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 in 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 Reaserch 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) if you are planning your stay abroad.

For help deciding a destination, please consult your tutor. For additional information on the practical organization of the term abroad: see section 3.18 on p. 31, **Error! Bookmark not defined.** or contact the international officer: 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. 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 employs? 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 in the past, who will present and discuss their research propals. 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 downloading relevant forms (see "veni" or "PhD's in the humanities"). Coordinator: Prof. dr. Bart Streumer.

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.

Defense

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) .

17 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 post-graduate 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.

18 Part-time studies

18.1 Application and registration

Master's degree programme in Philosophy and Master's degree programme in the Philosophy, Science and Humanities:

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

18.2 Tuition fees and student finance

An overview of tuition fees for the academic year 2021-2022 can be found at www.rug.nl/education/bachelor/nederlandse-studenten/financien/collegegeld/tarieven

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 2021-2022 is € 789,-. 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.

18.3 Part-time Master's programmes Philosophy / Filosofie & Maatschappij

Duration

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

Admission requirements

The degree programmes are 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 Student Handbook.

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

18.4 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 Student Handbook.

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.

18.5 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 Student Handbook.

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

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

19.1 Teaching and Examination Regulations

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

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

19.2 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 Student Handbook, can be found on the website of the Faculty of Philosophy: <http://myuniversity.rug.nl/infonet/studenten/wijsbegeerte/regelingen/>

19.3 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 student handbooks.

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 2021-2022. 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

20 Studieonderdelen / Course units

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

1. ACADEMIC PHILOSOPHICAL WRITING

code	FI204AW
objectives	<p>After the module, students are able:</p> <ul style="list-style-type: none"> a) to distinguish between the scope, aims and methods of philosophy and those of other disciplines. b) to formulate a research question in philosophy; c) to delineate the research question such that it can be answered within time and word limits; d) to find and study relevant philosophical literature, and cite according to the conventions of academic philosophy; 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; f) to peer-review work of fellow students by means of a standardized methodology
contents	<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> <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.</p> <p>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.</p>
coördinator	J.A.M. de Grefte
programme	Ma Philosophy, Science and Humanities
phase	master
period	semester I a
credits	5 EC
literature	<i>Reader with writing guides and example papers will be made available online.</i>
language	English

2. AFSTUDEERPROJECT

code	FI154PROJ
objectives	<p>Het lopen van een stage heeft tot doel de student arbeidservaring als filosoof te laten op doen buiten een Faculteit Wijsbegeerte. In de masterscriptie laat de student zien dat hij/zij in staat is om</p>

	<p>zelfstandig onderzoek te doen op het terrein van de wijsbegeerte en hier schriftelijk over te rapporteren. De student geeft blijk van voldoende kennis, inzicht en vaardigheid op het terrein van de wijsbegeerte om zelfstandig deel te kunnen nemen aan een wetenschappelijke discussie. De student is in staat een probleemstelling te formuleren en af te bakenen, relevant materiaal te verzamelen, bestuderen, evalueren en ordenen, een adequate onderzoeksmethode te kiezen en verantwoorden, een helder en systematisch betoog op te zetten, bibliografische vaardigheden toe te passen en conclusies uit eigen onderzoek te kunnen trekken. In de masterscriptie laat de student zien in staat te zijn een originele bijdrage aan het vakgebied te leveren en over de verschillende aspecten van de scriptie ook mondeling te communiceren.</p>
contents	<p>Het afstudeerwerkstuk (25 ECTS) vormt de afsluiting van de opleiding en is daarbinnen een verplicht onderdeel. Het afstudeerwerkstuk bestaat uit twee onderdelen:</p> <ol style="list-style-type: none"> 1. stage en stageverslag (15 ECTS) 2. Scriptiecurcus en korte masterscriptie (10 ECTS) <p>Stage</p> <p>Stage en scriptie worden tezamen opgevat als een afstudeerproject van 25 ECTS. Met afstudeerproject wordt bedoeld, dat de scriptie aansluit bij de stage, of er zelfs het resultaat van is. Het is dus niet mogelijk om een stage afzonderlijk in het programma op te nemen.</p> <p>Masterscriptie</p> <p>De masterscriptie (inclusief de bijbehorende Masterscriptiecurcus, zie opmerking oonderaan) vormt het tweede deel van de het afstudeerwerkstuk. Het vormt de afronding van de opleiding en is daarbinnen een verplicht onderdeel.</p> <p>Om mogelijkheden en onmogelijkheden van een afstudeerproject in het vizier te krijgen is het uiteraard verstandig en sterk aan te bevelen dat de student al in een heel vroeg stadium in contact treedt met de stagecoördinator en eventueel de beoogde scriptiebegeleider.</p>
programme phase	Ma Philosophy and Society
period	bachelor
credits	whole year
language	25 EC
format	Dutch
assessment	self-study, internship, tutorial
remarks	thesis, internship report
	<p>The Master's 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 enroll for the edition of the Thesis Course of your choice at the beginning of quarter 1 / quarter 3. The main writing process takes place in quarter 2 / 4.</p>

3. ANALYTIC EXISTENTIALISM

code	FI183FR
objectives	<p>This course will help students develop the following:</p> <ul style="list-style-type: none"> · familiarity with the basic themes of existential philosophy. · familiarity with contribution that analytic philosophers have made to the discussion of existential questions. · familiarity with the methodological differences between analytic and continental philosophy. · ability to extract arguments from texts and assess them critically. · ability to formulate philosophical arguments concisely in written format. · skills to engage in respectful philosophical discussions.
contents	<p>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.</p> <p>We will cover seven major topics in the course: the meaning of life, creating people, transformative experiences, death, immortality, future generations, and optimism/pessimism.</p>
coördinator	dr. C.F. Romero
lecturer	dr. C.F. Romero
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester I a
credits	5 EC
literature	<i>All the required readings will be available in Student Portal</i>
language	English
format	lecture, seminar Lecture

4. ANALYTIC NIHILISM

code	FI214AN
objectives	<p>Students will gain an in-depth understanding of various versions of nihilism in recent analytic philosophy. They will also reflect on the role nihilism plays in philosophical debates.</p>
contents	<p>This course will provide an in-depth overview of various versions of nihilism in contemporary analytic philosophy, such as</p>

	moral nihilism, nihilism about normativity, nihilism about responsibility, eliminativism about propositional attitudes, nihilism about properties, and nihilism about truth. The aim is to identify common patterns of argument, common objections, and common strategies for answering the objections. More generally, this course aims to clarify the role that nihilism plays in various philosophical debates.
coördinator	prof. dr. B. Streumer
lecturer	prof. dr. B. Streumer
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<i>Various articles and book chapters</i>
language	English
format	lecture, seminar Lectures and seminars
assessment	essay
prerequisites	This course requires some familiarity with contemporary analytic philosophy. Students who are not familiar with this approach to philosophy are allowed take the course but may find the readings difficult.

5. ANCIENT BUDDHIST PHILOSOPHY: FRIENDLINESS AND EMOTIONAL INTELLIGENCE

code	FI213AS
objectives	<ol style="list-style-type: none"> 1) Gaining familiarity with some of the main tenets of ancient Buddhist philosophy (as conveyed in the Pāli discourses of the Buddha) 2) Learning how to read, interpret and philosophically analyze ancient Buddhist texts (in English translation). 3) Integrate philosophical reflection and direct experiential observation of emotional states and intentional attitudes in order to better explore how observation can inform reflection and how reflection and (re)shape observation.
contents	<p>Friendliness (<i>mettā</i> 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</p>

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 towards directly observing the phenomena described in the texts and taken up by reflection.

coördinator	dr. A. Sangiacomo
lecturer	dr. A. Sangiacomo
programme	Ba Philosophy
phase	bachelor
period	semester II a
credits	5 EC
literature	<i>The course will make use of a reader, which will be made available to students one month before the beginning of the course (check online).</i>
language	English
prerequisites	No special background knowledge is required

6. ARGUING ABOUT TASTE: THE METAPHYSICS OF BEAUTY AND OTHER AESTHETIC PROPERTIES

code	FI174AT
objectives	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 an essay.
contents	What is the nature of beauty and other aesthetic properties? Are they objective or subjective, relative or universal? Why do we argue about the quality of art? Can you know that a painting is beautiful if you haven't seen it yourself? How does ethical evaluation affect aesthetic evaluation?
coördinator	dr. H.W.A. Evers
lecturer	dr. H.W.A. Evers
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · Peter Kivy (2015) Oxford: Oxford University Press, <i>De Gustibus. Arguing about Taste and Why We Do it</i> · <i>Other reading announced on Nestor</i> · <i>The book is available online via the university library</i>
language	English
format	lecture, seminar Lectures, seminars
assessment	essay Essay, possibly additional assignments
prerequisites	Ethiek 1, or comparable introduction to ethics or metaethics

7. ARGUMENT AND CONTROVERSY

code	FI213JL
objectives	Upon completion of the course, the student:

	<ul style="list-style-type: none"> - Has knowledge and understanding of the functions of argument and criticism in public controversy, and of how argumentation theories can be used for more in-depth understanding and assessment of contributions to public controversies. - Can explain and critically reflect on some key concepts in the philosophy of argument, such as: deep disagreement, visual argumentation, fallacy, framing, burden of proof, strategic manoeuvring, argumentative design. - Can apply the concepts and theories to a self-selected contribution to a public controversy (for example an opinion piece) both to analyse and assess that contribution, and to reflect critically on the concepts and theories applied when analysing and assessing it. - Can report (presentation and essay) about the outcomes of this case study.
contents	Participants in a public controversy 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 controversies. Some of the problems we focus on are: 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 it sometimes be helpful to include marginalised positions? Do those who challenge the status quo have the burden of proof? Is there logic in visual rhetoric, in emotive language, in narration?
coördinator	dr. J.A. van Laar
lecturer	dr. J.A. van Laar
programme	Ba Philosophy
phase	bachelor
period	semester II b
credits	5 EC
literature	<i>Digital reader</i>
language	English
prerequisites	None required

8. BACHELOR'S THESIS COURSE AND THESIS

code	FI133SC1/FI133SC2
objectives	<p>After the module, students should be able:</p> <ul style="list-style-type: none"> (a) to formulate a research question in philosophy, or in the philosophy of a specific discipline; (b) to delineate the research question such that it can be answered within time and word limits; (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	J.A.M. de Grefte
lecturer	J.A.M. de Grefte
programme	Ba Philosophy, Ba Philosophy of a Specific Discipline
phase	bachelor
period	semester I and II
credits	10 EC
literature	<i>A reader will be made available on Nestor</i>
language	English and Dutch
format	seminar, workshop 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.

9. BUITEN DE MUREN

code	FI202BM
objectives	De student: <ul style="list-style-type: none"> - 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

contents	<p>toevoegt aan het agenderen/oplossen van een maatschappelijk vraagstuk.</p> <p>- is in staat de filosofische bijdrage en de inzichten van het werkproces in groepsverband te presenteren.</p> <p>Op welke manier kan ik als filosoof een (bescheiden) bijdrage leveren aan het agenderen/oplossen van een maatschappelijk vraagstuk?</p> <p>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'.</p> <p>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, <i>fake news</i>, de gevolgen van nieuwe technologie of keuzestress. Ten tweede staat 'Buiten de Muren' voor de <i>diversiteit</i> 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 opiniestuk, een podcast, een weblog of een discussieavond.</p>
programme phase	Ba Philosophy
period	bachelor
credits	semester II
literature	2 EC
language	<i>De (filosofische) literatuur hangt af van je eigen projectonderwerp.</i>
remarks	Nederlands
	Dit vak wordt beoordeeld met een voldoende/onvoldoende.
	Aan het einde van het semester geeft elke groep een presentatie over haar filosofische bijdrage gedurende een speciaal geplande presentatiemiddag, toegankelijk voor iedereen op de faculteit.

10. COMPLICITY: WAR, GENDER AND RACE

code	FI203CK
objectives	<p>In this course students will:</p> <ul style="list-style-type: none"> · Examine different senses of complicity in the philosophical literature, from both the analytic and continental traditions, and in work on philosophy of race and feminist theory. · Develop a deep, philosophical understanding of the concept of complicity and be able to apply this to real-world examples. · Understand how complicity manifests in relation to gender and race as a means of upholding injustice and oppression, and compare and contrast this analysis with complicity as

analysed in the context of war.

- Develop a theoretical understanding of complicity as 1) interpersonal wrongdoing, 2) as a form of structural injustice and 3) as a way in which agents can alienation themselves from their own freedom.
- Explore to what extent the different examples and theoretical senses of complicity are distinct, or whether there is one unifying sense of complicity that can be uncovered or developed.

contents

Failing to call out a racist joke, defending sexual harassment as 'just a bit of fun', buying clothes from a store that uses child labour, employing an illegal migrant worker. What do all of these examples have in common? They are all cases of complicity. The concept of complicity is one that is underdiscussed in the philosophical literature, and yet it is key to understanding issues of responsibility, blame, injustice and oppression.

In this course, we will examine the concept of complicity in relation to three main topics: Complicity in wartime, complicity and race, and complicity and gender. The course will explore the notion of complicity thematically in relation to applied examples, as well as at a theoretical level: as a form of structural injustice, interpersonal wrongdoing and alienation from one's own freedom. The course will bring together a variety of theorists from the continental and analytic traditions, as well as from feminist theory, philosophy of race and beyond, examining the notion of complicity as explored in the work of theorists such as Hannah Arendt, Primo Levy, Sandra Lee Bartky and Charles Mills. Through this examination, the course will explore whether there are distinct senses of complicity, or whether there is an underlying and unifying sense of complicity that can be unearthed.

coördinator

dr. C.E. Knowles

lecturer

dr. C.E. Knowles

programme

Ba Philosophy, Bachelor Exchange Courses

phase

bachelor

period

semester II a

credits

5 EC

literature

- *Readings will be made available on Nestor or as e-books through the library catalogue*

language

English

prerequisites

It is expected that you have a background in philosophy and have taken the 2nd year course on Responsibility, the 3rd year Feminist Philosophy course, or another course in Social and Political Philosophy.

11. CONDEMNED PHILOSOPHY? REASON AND FAITH IN MEDIEVAL AND CONTEMPORARY THOUGHT

code

FI203ML

objectives

- knowledge of medieval philosophy
- understanding our (historical) prejudices
- to develop the competence to critically analyse medieval

	texts and to examine modern interpretations
contents	Why are certain statements condemned? Why are certain topics shunned? According to a widespread understanding of medieval cultures, especially medieval philosophy was driven and constrained by theological and religious concerns. Based on a close reading of the famous condemnation of 1277, we will explore the relation between faith and reason in the medieval context. In a second step we will look at contemporary constraints on philosophy and the role of religion in assessing such constraints. Here, our knowledge of the medieval context might help questioning current standards and prejudices. In a third step we will attempt to reconsider the role of faith and belief in medieval and contemporary contexts.
coördinator	prof. dr. M. Lenz
lecturer	prof. dr. M. Lenz
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester I b
credits	5 EC
literature	· <i>Literature will be announced at the beginning of the course.</i>
language	English

12. 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.
contents	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 the main 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? Is consequentialism compatible with a concern for rights, justice and fairness? 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?

coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· <i>Readings will be made available ahead of the class</i>
language	English
assessment	essay Essay (students are examined based on one paper they write at the end of the course)
prerequisites	Basic knowledge in ethics required

13. CORE ISSUES : AMERICAN PRAGMATISM

code	FI2141CI4
objectives	· Familiarity with the tradition of American pragmatism, with particular focus on the classic pragmatist texts of Peirce, James and Dewey · Develop analytical and critical skills
contents	This course will examine the philosophical movement of American pragmatism, with focus on close reading of classic texts by Charles Sanders Peirce, William James and John Dewey. We will explore the question of what pragmatism is, and the distinctively pragmatist approach to basic topics in philosophy like truth, knowledge, freedom and action.
coördinator	dr. L. Henderson
lecturer	dr. L. Henderson
programme	Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	· <i>A list of readings will be available. The readings will be obtainable at the library.</i>
language	English
format	discussion group, lecture Lectures and group discussion
assessment	essay Final essay

14. CORE ISSUES: KANT AND KANTIAN ETHICS

code	FI1741CI3
objectives	Knowledge of the arguments in defense of Kant's and Kantian ethics; knowledge of classic and recent objections against them. Ability to interpret the relevant texts, analyse the arguments contained therein, evaluate their strengths and weaknesses, and articulate clearly and cogently a philosophical position on these issues.
contents	Kant and current Kantian moral theorists have the ambition to

articulate and defend a universally valid moral principle, a principle they typically see as grounded in human rational capacities. What exactly are the arguments for their views, and are these arguments convincing? How do current Kantians respond to some of the classic objections? Can Kantian moral rationalism survive evolutionary debunking arguments, empirical psychological accounts of moral motivation, desire-based accounts in action theory, and relativist, skeptical, and naturalist objections? These are some of the questions that are central to this course. We will discuss core texts from Kant and Kantians as well as classic objections formulated by their opponents.

coördinator	prof. dr. P. Kleingeld
lecturer	prof. dr. P. Kleingeld
programme	Research Master Philosophy
phase	master
period	semester II a
credits	5 EC
literature	<i>Will be communicated via Nestor</i>
language	English
format	lecture, seminar Lecture, seminar
assessment	written exam written exam, assignments
prerequisites	Admitted to Research Master Programme

15. CORE ISSUES: NORMATIVITY AND EPISTEMIC PERSPECTIVES

code	FI2141C1
contents	The course will be structured as a set of three interdepartmental conversations. In the first, we will discuss the notions of epistemic orientation and paradigm shifts in science from Kant to Kuhn. Kant raises the question of whether objectivity in reason is possible, developing an account of the needed reorientation of reason; this question is taken up again by philosophers of science in the 20th century (GF and TF). In the second, we will take up accounts of and objections to ideology critique, primarily focusing on Marxist and Foucauldian approaches. While the Marxist tradition operates with a notion of “false consciousness” that leads us to inappropriately perceive particular social interests as general, the Foucauldian tradition takes issue with conceiving critique in terms of right or wrong epistemic perspectives (GF and ESPF). And in the last, we will consider how the notion of an epistemic standpoint raises a challenge to the idea of an objective perspective. In his classic statement, Lukács assumes that a seemingly objective perspective is the result of an ideological distortion of social reality by structures of domination that can only be overcome by specific social actors. Feminists in the 80s took up this Lukácsian thread, and argued that women’s situation within patriarchy produces specific insights about its structure (ESPF and TF).
lecturers	dr. U.T.R. Stahl, dr. S.F. Vaccarino Bremner, dr. C.M.F. de

	Canson
programme	Research Master Philosophy
phase	master
period	semester I a
credits	5 EC
literature	· <i>All readings will be made available online</i>
language	English

16. CORE ISSUES: PHILOSOPHY AND ITS PAST

code	FI1741CI2
objectives	- 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
contents	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: (1) We will begin with an 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 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 current research.
coördinator	prof. dr. M. Lenz
lecturer	prof. dr. M. Lenz
programme	Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<i>Literature will be announced at the beginning of the course</i>
language	English
format	lecture, seminar seminar, lecture

17. CRITICAL THEORY

code	FI143TS
objectives	Topic specific objectives: <ul style="list-style-type: none"> · knowledge about the tradition of Frankfurt School critical theory as one of the major currents of 20th century social and cultural thought, · the ability to critically examine arguments in social and political philosophy and in cultural theory from the perspective of critical theories, · the ability to reason about current social and cultural issues philosophically with the help of critical theories. · General philosophical objectives:

	<ul style="list-style-type: none"> · to improve skills in identifying and evaluating philosophical arguments, · to improve skills in finding relevant literature and to critically evaluate the arguments of different theories, · to improve skills in communicating philosophical arguments in written form, · to apply philosophical theories to issues of political relevance.
contents	<p>This course will focus on the critical social theory of the “Frankfurt School” and its subsequent development. Building on the work of Marx, Weber, Freud and Lukács, the critical theory of the Frankfurt School was conceived in the 1920s as a research program that aimed to explain the persistence of oppression, violence and authoritarianism in modern societies by drawing on insights from ideology theory, cultural theory, psychoanalysis and philosophy. While deeply committed to the Enlightenment, its main representatives, Max Horkheimer and Theodor W. Adorno developed a radical philosophical critique of modern society and modern thought which they see as fundamentally determined by an imperative of domination which encompasses social and personal relations as well as the relation of humans to nature. According to this view, the rise of totalitarianism in the 20th century is essentially connected to the conceptions of subjectivity, nature and reason on which not only liberal societies draw but which are also part of modern philosophy. These premises entail considerable consequences not only for political thought, but also for moral philosophy, ethics and aesthetics.</p> <p>The claims of the Frankfurt School have subsequently been fundamentally revised by other theorists especially in regard to the normative foundations of critical theory. In the course, we will discuss in particular Jürgen Habermas’s proposal to describe the potential for non-oppressive social rationalization in terms of the practice of communication and Axel Honneth’s critical theory that is based on a reconstruction of intersubjective relations of recognition. The course will focus on getting a clear understanding of the main claims of historical and contemporary critical theories, on their normative impact on our contemporary thinking about justice and the good life and on whether they can contribute insights to current debates in philosophy.</p>
coördinator	dr. U.T.R. Stahl
lecturer	dr. U.T.R. Stahl
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Access to other primary texts will be organized in class</i> · Horkheimer, M./Adorno Th. W. (2002), <i>Dialectic of Enlightenment</i>, Stanford University Press (ISBN: 978-0804736336), € 25.00
language	English

format	seminar lecture / seminar
assessment	written exam written assignments, essay
prerequisites	Social and Political Philosophy 1; some knowledge of classic German philosophy (Kant, Hegel and Marx) will be helpful.
remarks	Weekly reading questions, one text introduction during the course, an essay at the end of the course

18. DEMOCRATIC THEORY. AN INTRODUCTION TO CURRENT DEBATES AND PROBLEMS

code	FI203LH
objectives	The aim of this course is to familiarize students with current debates in democratic theory. At the end of the course, students should know about central conceptual debates around notions such as liberal, deliberative, epistemic, and radical democracy. In addition, they will know theoretical and practical dimensions of democratic experimentalism, e.g. through lotocratic institutions or democratic experiments at the workplace. They should be able to critically discuss claims about the values that democratic institutions are supposed to realize, and about the strengths and weaknesses of different formats of democratic decision-making. They should also be able to apply the arguments discussed in the course to concrete political topics, such as the current crisis of liberal democracies or the relation between democracy and capitalism.
contents	In public discourse, there are currently many debates about a “crisis of democracy”, or even the “end of democracy”. But how should one understand democratic institutions in the first place, and why are they worth preserving? Is democracy the principle “one person, one vote”, or is it more than that? Which values are democratic institutions supposed to realize? What are the pre-conditions for democracy to work well, and how could democracy be developed further? What is the democratic value of deliberation, experimentation or election by lot? This seminar introduces students to the contemporary debate about the nature of democracy. We will read texts by critics and defenders of democracy, and analyse and discuss various proposals for how democratic institutions could be strengthened. We will also connect these theoretical considerations to current political events and critically discuss these.
coördinator	dr. J. Serrano Zamora
lecturer	dr. J. Serrano Zamora
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester II b
credits	5 EC
literature	<i>A reading list will be provided before the seminar</i>
language	English

prerequisites	Basic knowledge in the history of Western political thought would be helpful.
remarks	Further information will be provided in the course.

19. DUTIES TO THE SELF

code	FI214DS
objectives	<ul style="list-style-type: none"> · To gain knowledge of literature from ethical theory. · To apply theoretical concepts to practical problems and issues. · To develop skills in analyzing, constructing, and critically assessing philosophical arguments.
contents	<p>The topic of duties to oneself is currently experiencing a resurgence in philosophy. In the last few decades, philosophers tended to assume that morality is only concerned with how we relate to others. Accordingly, they tended to neglect, if not deny, the traditional idea that we might also owe things to ourselves, and that morality might require us to treat ourselves with care and dignity. In recent years, however, several philosophers have begun to explore this side of morality again.</p> <p>This course will introduce students to these recent contributions to the literature, relate them to their historical predecessors, and critically assess their philosophical merit.</p> <p>The main goal is that students acquire knowledge of the debate about duties to oneself as well as the skill to apply key concepts from ethical theory more generally. In addition, students will gain competence in analysing, constructing, and critically assessing philosophical arguments.</p>
coördinator	dr. J.D. Schaab
lecturer	dr. J.D. Schaab
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<i>Course materials will be made available online via Nestor or will be accessible as e-books through the university library website.</i>
language	English
format	lecture Lecture/seminar
assessment	essay Esay
prerequisites	Students should have prior knowledge of normative ethics.

20. EARLY MODERN WOMEN PHILOSOPHERS: THEMES ON METAPHYSICS AND THE PHILOSOPHY OF SCIENCE

code	FI213AO
objectives	(1) First, this course will provide students with knowledge of central topics in metaphysics, philosophy of science, and the inte-

gration of the two in the Early Modern period. These themes include the nature of reality, the mind-body problem, the metaphysical foundations of science, the laws of nature, scientific explanation, time, identity, and God.

(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.

(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.

On completion of this course, students will be able to:

- Demonstrate a well-rounded view of central topics in metaphysics and natural philosophy in the Early Modern period
- Demonstrate knowledge of the contributions and influence of key women philosophers in the Early Modern period
- Engage with primary texts by identifying and assessing arguments
- Address philosophical ideas in a clear, original, and charitable manner
- 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 philosophy 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, Émilie du Châtelet, Mary Astell, and Damaris Masham. 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 lecturer programme phase

dr. A.P. Ortín Nadal
dr. A.P. Ortín Nadal
Ba Philosophy
bachelor

period	semester I a
credits	5 EC
literature	<i>Readings will be made available on Nestor or as e-books through the library catalogue</i>
language	English
prerequisites	Knowledge of Early Modern philosophy is desirable but not required
remarks	Each two-hour seminar will include a 1-hour lecture and 1-hour discussion.

21. EPISTEMOLOGY AND PHILOSOPHY OF SCIENCE 1

code	FI131KWL
objectives	<p>This course will help you develop the following:</p> <ul style="list-style-type: none"> • articulate knowledge about central problems in epistemology and philosophy of science. • familiarity with contemporary discussions about applied epistemology. • familiarity with the most important concepts and theories in philosophy of science, • 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	<p>The course consists of two parts:</p> <p>Epistemology: 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>Philosophy of Science: 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>
coördinator	dr. C.F. Romero
lecturers	dr. C.F. Romero, dr. M.I. Eronen
programme	Ba Philosophy
phase	propedeuse
period	semester II b
credits	7.5 EC
literature	<ul style="list-style-type: none"> • <i>All readings the other readings available via the library.</i> • Jennifer Nagel (2014), <i>Knowledge: a very short introduction.</i>

Oxford, Oxford University Press

- Samir Okasha (2002), *Philosophy of Science: A very short Introduction* Oxford: Oxford University Press

language	English
format	lecture, seminar
	Lecture
assessment	written exam
	Written Assignments, 2 exams
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 succesful participation is required in order to complete the course.

22. EPISTEMOLOGY AND PHILOSOPHY OF SCIENCE 2

code	FI202KWL2
objectives	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.
contents	The course covers a range of topics in epistemology and philosophy of science. In the first half of the course, we look at some keys topics in epistemology through the lens of sceptical problems. We study Descartes, Hume, and Goodman's sceptical arguments and responses to them; including discussions on epistemological methodology, the nature of knowledge, and the structure of justification. In the second half, we look at some key topics in philosophy of science, with a selection of topics such as scientific realism, explanation, causation, laws of nature, and values in science.
coördinator	dr. L. Henderson
lecturers	dr. C.M.F. de Canson, dr. L. Henderson
programme	Ba Philosophy
phase	bachelor
period	semester II b
credits	7 EC
literature	<i>All readings will be made available online</i>
language	English
format	lecture, seminar Lectures, workshops
assessment	written exam Written exams, which may be take-home
prerequisites	Logica en argumentatief schrijven or Reasoning and Arguing Epistemology and Philosophy of Science 1

23. ETHICS FOR FUTURE GENERATIONS

code	FI204FG
objectives	The aim of this course is to familiarise students with central ethical questions around future generations, with a focus on more

	<p>applied issues. Students will understand what different ethical frameworks, both consequentialist and non-consequentialist, imply for our duties towards future generations; understand the debate around longtermism; and engage competently with applied questions to do with future generations, including climate change and existential risk prevention (including AI, climate, and pandemic risk). If successful, the course will also challenge our preconceived notions about what the most important issues are to work on, both as individuals and collectively.</p>
contents	<p>The first half of this course covers some theoretical questions around future generations. We start with discussing longtermism, the very strong claim that in many central decisions, both individually and collectively, regard for the long-term future trumps short and medium-term concern. We then cover the basics in population ethics, to understand how axiological theories can make sense of our duties towards future generations. In session 3, we cover alternative, non-consequentialist theories by focusing on intergenerational justice.</p> <p>The second half turns toward applied issues. On most theories, but particularly longtermism, a central future-regarding duty is to prevent catastrophic and existential risk. We will discuss two of the biggest existential risks, namely pandemic risk and AI risk. In the final session, we discuss climate change, both from an existential risk but also an intergenerational justice perspective.</p>
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>A reading list will be made available in due course.</i> · As inspiration for the section on existential risk, you can watch Toby Ord's short video on his new book <i>The Precipice</i> (or read the book). ·
language	English
assessment	<p>essay</p> <p>Essay (a presentation must be given to get the credits, but the presentation itself does not receive a grade)</p>
prerequisites	Previous working knowledge in ethics and, to some extent, political philosophy required.

24. ETHIEK 1: INLEIDING IN DE ETHIEK

vakcode

FI131ETH1

doel

Na afloop van de cursus heeft de student:

1. een overzicht van de belangrijkste ethische en meta-ethische theorieën,
2. en van de argumenten voor en tegen deze theorieën.

inhoud	Iedereen heeft morele opvattingen: ideeën over wat goed en kwaad is, en over hoe mensen zich horen te gedragen. Dit college geeft een overzicht van filosofische theorieën die deze opvattingen proberen te systematiseren: consequentialisme, Kantiaanse ethiek, sociale-contracttheorie en deugdethiek. Ook gaan we in op de status van morele opvattingen: zijn zulke opvattingen subjectieve gevoelens, of zijn sommige morele opvattingen objectief juist en andere objectief onjuist?
coördinator docent	dr. D.D. Brandenburg
programma	Ba Filosofie
fase	propedeuse
periode	semester I a
studielast	7.5 EC
literatuur	· Russ Shafer-Landau, <i>The Fundamental of Ethics</i> , Oxford: Oxford University Press
taal	Nederlands
vorm	hoorcollege, werkcollege
toets	schriftelijk tentamen Deeltentamens
opm	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.

25. ETHIEK 2: MORELE VERANTWOORDELIJKHEID

vakcode	FI212DB
doel	<ul style="list-style-type: none"> · Complexe filosofische psychologische teksten over autonomie en verantwoordelijkheid kunnen begrijpen. · De rol van empirisch onderzoek binnen filosofische argumenten kunnen begrijpen · Filosofische argumenten kunnen reconstrueren en bekritisieren · Deze nieuwe filosofische kennis leren toepassen voor de evaluatie van een aantal problemen binnen de toegepaste ethiek.
inhoud	Wat zijn de vormen van scepticisme over verantwoordelijkheid en welke antwoorden zijn er binnen de literatuur? Wat is de aard en waarde van morele woede, schuld, en vergeving? Kunnen jonge kinderen autonoom en verantwoordelijk zijn? Hebben psychopathie en vormen van autisme gevolgen voor iemands morele verantwoordelijkheid? Wat zijn de nieuwe problemen die opdoemen in het toeschrijven van verantwoordelijkheid met de ontwikkeling van Artificiële Intelligentie? Dit vak bespreekt deze en andere vragen met betrekking tot de ontologie, epistemologie, en waarde van onze verantwoordelijkheidspraktijken.
coördinator docent	dr. D.D. Brandenburg
programma	Ba Filosofie

fase	bachelor
periode	semester I b
studielast	7 EC
literatuur	<i>To be announced</i>
taal	Engels en Nederlands
vorm	werkcollege, hoorcollege
entree	Introductie Ethiek

26. EXISTENCE AND DEMOCRACY: THE PRAGMATIST PHILOSOPHY OF DEMOCRACY

code	FI214LG
objectives	<ul style="list-style-type: none"> – Learn about the role of the pragmatist school in the history of philosophy – Learn about the pragmatist's integrated theories of truth, action and democracy – Develop the conceptual apparatus to discuss and write about this tradition
contents	<p>Historically, classical pragmatism is seen as a philosophical theory of truth, which embeds truth in practical concerns. Classical pragmatism prioritizes action over belief and criticizes modern philosophy for its 'spectator theory of knowledge'. But at the core of the program of pragmatist philosophers, such as Peirce, Dewey, Rorty, is not a theory of truth or an epistemological program, but an attempt to spell out what Dewey called the 'democratic mode of living'. Democracy is, for these philosophers, a metaphysics and a morality. Pragmatist views on truth, science (in particular scientific method), language and education are articulated for the purposes of this democratic end. Seen from this perspective, the pragmatist theory of democracy is not reducible to a mere historical model of participatory democracy. In this course, we learn about this conception of democracy and the implications it has for liberalism, the public opinion, education and knowledge</p>
coördinator	dr. L. Georgescu
lecturer	dr. L. Georgescu
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	bachelor
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · Rorty, Richard; Cambridge: Cambridge University Press, <i>Philosophical papers</i>, vol. 1. 1991. · Rorty, Richard; London: Penguin, <i>Philosophy and Social Hope</i> 1999 · Dewey, John: , <i>The Later Works: 1925-1953</i> (various volumes) · William James; Chicago: The University of Chicago Press, <i>The Writings of William James: A Comprehensive Edition</i>. 2000

language	English
prerequisites	Familiarity with Philosophy and/or History of Philosophy. The course is open for students from other programs provided that they have taken some Philosophy courses before.

27. FALLACIES

code	FI204JL
objectives	<p>Upon completion of the course, the students can:</p> <ul style="list-style-type: none"> • discuss connections between argumentation and dialogue types as inquiry dialogue, deliberation dialogue, persuasion dialogue, negotiation dialogue and verbal strife. • adopt a well-considered stance towards the argumentative and epistemic virtues and vices of using ‘means of persuasion’ such as: pressure, emotional appeal, personal trustworthiness, and vagueness and ambiguity. • use software for the design of online deliberation procedures to develop a small pilot study into the testing of an hypothesis about the effects of particular design choices in online deliberation on the quality of argumentation. • discuss feminist insights on adversariality in argumentative discussion. • develop an argumentation theory about a fallacy at choice. • write an essay in which he/she reports on a research project on a fallacy
contents	<p>In this course, we discuss the nature of sound argumentation, and how it connects to ‘means of persuasion’ such as pressure, emotion, trust and the vagaries of meaning. The recurring theme is: what distinguishes reasonable and fallacious uses, and how far can we get with building a dialogue-theoretical model of the distinction? We focus on: the fallacy of the stick (ad baculum), the fallacy of bargaining, the pathetic fallacy (ad populum), arguments from popularity (also a kind of ad populum), personal attacks (ad hominem), and the fallacy of ambiguity (equivocatio). We pay special attention to the questions: How to respond to a fallacy? How to design deliberation that strikes a good balance between rhetorical effectiveness and dialectical reasonableness? Should discussion be adversarial or cooperative?</p>
coördinator	dr. J.A. van Laar
lecturer	dr. J.A. van Laar
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester II a
credits	5 EC
literature	<i>Digital reader “Fallacies”</i>
language	English
prerequisites	None required

28. FATE, FREEDOM, AND NECESSITY: PAST AND PRESENT

code	FI214FF
objectives	<p>This course addresses a series of philosophical puzzles concerning the relation between fate, future truth, freedom, and necessity and the treatments philosophers have offered of these issues from Aristotle to the present.</p> <p>Students are expected to acquire detailed knowledge and understanding of these issues and to be able to independently reconstruct, engage with, and analyse philosophical discussions of these issues</p>
contents	<p>In this course, we will examine philosophical discussions of the relation between bivalence (the claim that every proposition is true or false), the principle of the excluded middle (the claim that for any proposition, either that proposition or its negation is case), necessity, and free will.</p> <p>We will carefully examine philosophical treatments of these issues ranging from the past to the present and will give particular attention to the treatments offered by: Aristotle, the Stoics, Boethius, Al-Farabi, William of Ockham (and his contemporaries), and contemporary philosophical accounts such as that of John MacFarlane.</p> <p>Students will be expected to carefully and independently reconstruct, analyse, and engage with philosophical arguments concerning the relevant issues.</p>
coördinator	dr. T.M. Nawar
lecturer	dr. T.M. Nawar
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Readings will be made available</i> · <i>Some of them are already freely available on my website: https://tamernawar.weebly.com/teaching.html</i>
language	English
prerequisites	Working knowledge of first-order logic is assumed.

29. FEMINIST EPISTEMOLOGY

code	FI203CC
objectives	<ul style="list-style-type: none"> · Developing exegetical, analytical, and critical skills · Developing skills of conversation, presentation, and composition · Developing familiarity with feminist epistemological thought
contents	<p>In this course, we study feminist thought on epistemological topics, such as standpoint theory, objectivity, ideology, and epistemic injustice. We study questions like: Under what conditions and in what sense, if any, does one's social situation constitute an epistemic advantage? Does adopting a feminist standpoint undermine objectivity, or does it reinforce it? What is patriarchal</p>

ideology, and how can it be effectively resisted? Should we speak of feminism as an “ideology”? Should we speak of it as a “science”? What is the epistemic injustice paradigm, and is it useful to analyse the gendered aspects of epistemic life?

coördinator	dr. C.M.F. de Canson
lecturer	dr. C.M.F. de Canson
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester I a
credits	5 EC
literature	<i>All readings will be made available online</i>
language	English
prerequisites	Familiarity with philosophical methodology will be assumed, and some familiarity with feminist theory will be very helpful

30. FEMINIST ONTOLOGY

code	FI213CK
objectives	To understand the different ways the question ‘what is a woman?’ has been approached and answered in the history of feminist thought and how those answers give rise to differing programmes of feminist liberation. To gain knowledge of key concepts within feminist philosophy, such as the notion of woman as Other (and the different ways this has been interpreted), the idea of gender performativity and the sex/gender distinction. To better understand how contrasting approaches to female identity respond and relate to one another, and to examine central issues in feminist philosophy related to questions of identity, such as the body, oppression and complicity.
contents	This course will focus on the issue of female identity and the question ‘what is a woman?’ From Simone de Beauvoir to the present day, feminist theorists have posed this question and sought to answer it through various means, including phenomenological analyses of the situation of woman, the development of metaphysical accounts of gender, appeals to arguments from social construction, and analyses of oppressing factors that have been thought to universally characterise female experience. The aim of this course will be to examine different answers that have been given to the question ‘what is a woman’ and look at ways in which we can conceive of female identity as something that has been identified as both liberating and restricting.
coördinator	dr. C.E. Knowles
lecturer	dr. C.E. Knowles
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Additional texts will be made available online</i> · Oxford University Press, 1997 (ISBN 0192892703 of), <i>Feminisms</i> ed. Sandra Kemp and Judith Squires (ISBN: 9780192892706)

language English
remarks Feminisms: this is a useful course reader to have, but only chapters 32, 38, 40 and 48, will be assigned as essential course reading

31. 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 do some 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, Bachelor Exchange Courses
phase bachelor
period semester I b
credits 5 EC
literature *Articles and book excerpts, to be announced and linked to electronically*
language English
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.

32. F&M 1: PUBLIEKSGERICHT SCHRIJVEN

vakcode FI164FM1
doel 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.
inhoud In deze cursus leer je hoe je een filosofische tekst schrijft die in-

teressant en begrijpelijk is voor een niet-filosofisch geschoold publiek. Je oefent je in onderwerpskeuze en in aantrekkelijk schrijven. Hierbij word je gestimuleerd je filosofische belangstelling, kennis en vaardigheden in verband te brengen met maatschappelijke actualiteiten, eigen ervaringen, verrassende bronnen of alledaagse situaties. Ter inspiratie buigen we ons wekelijks over diverse aspecten van uiteenlopende teksten. Daarnaast voer je thuis regelmatig kleine schrijfoefeningen uit die klassikaal worden besproken. Verder is er in deze collegereeks aandacht voor het fenomeen 'publieksfilosofie' en voor de rol van kwaliteitsjournalistiek in een democratische samenleving (bron van betrouwbare informatie, kritische, onderzoekende instantie, podium voor publiek debat).

coördinator	J.W.M. Kok
docent	J.W.M. Kok
programma	Ma Filosofie, Ma Filosofie en Educatie, Ma Filosofie en Maatschappij
fase	master
periode	semester I a
studielast	5 EC
literatuur	<i>Zie Studiehandleiding op Nestor</i>
taal	Nederlands
vorm	hoorcollege, werkcollege Hoorcolleges en werkcolleges
toets	schriftelijke opdracht(en) Schriftelijke opdrachten (3)
entree	Toelating tot het masterprogramma Filosofie en Maatschappij
opm	College op maandag (14-16 uur) of dinsdag (9-11 uur)

33. F&M 2: FILOSOFISCHE INTERVENTIES IN ACTUELE VRAAGSTUKKEN

vakcode	FI164FM2
doel	Studenten moeten aan het eind van de cursus in staat zijn om zelf filosofisch te interveniëren in een actueel vraagstuk. Hiervoor is nodig: <ul style="list-style-type: none"> · inhoudelijk kennis van voor dat vraagstuk relevante filosofische opvattingen. · leren kennen van verschillende types filosofische interventies: <ul style="list-style-type: none"> - verschillende producten (opiniestuk voor krant, verslag voor de gemeente, video, etc.) - verschillende filosofische stijlen (analytisch-conceptueel, historisch, etnografisch, etc.) · helder filosofisch argumenteren en schrijven voor een niet-filosofisch publiek · leren zelf onderzoek doen naar een actueel thema (onder begeleiding)
inhoud	<ul style="list-style-type: none"> · het terrein verkennen waarin je wilt werken en hierover rapporteren en gecoacht worden door de docent · parallel nadenken over de interventie en doen van daarvoor noodzakelijk filosofisch onderzoek

	<ul style="list-style-type: none"> · voortgangsrapporten indienen tijdens de cursus · opzetten en uitvoeren van de filosofische interventie, inclusief verslaglegging · bijwonen gastsprekers over filosofie bedrijven in een niet-filosofische omgeving
coördinator	dr. M. Pauly
docent	dr. M. Pauly
programma	Ma Filosofie en Maatschappij
fase	master
periode	semester I
studielast	10 EC
literatuur	<i>Wordt online beschikbaar gemaakt will be made available online</i>
taal	Nederlands
vorm	workshop Workshop - en derhalve aanwezigheid verplicht
toets	essay, verslag filosofisch onderzoeksverslag, filosofische interventie, voortgangsrapportages, eindportfolio
entree	BA-Wijsbegeerte
opm	verplicht vak F&M MA-Wijsbegeerte

34. F&M 3: PHILOSOPHY OF CLIMATE SCIENCE

code	FI184FM3
objectives	<ul style="list-style-type: none"> · Knowledge of philosophical issues related to climate science. · Ability to apply arguments from philosophy of science and epistemology to concrete political debates.
contents	Climate science is an enormously complex, interdisciplinary subject, which has become highly politically charged. We will discuss a variety of issues raised by climate science and policy-making, such as how climate science is supported by the evidence, the types of uncertainties involved, decision-making regarding climate policy, the impact of climate skepticism, and issues of moral responsibility.
coördinator	dr. L. Henderson
lecturer	dr. L. Henderson
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Readings will consist of articles from the recent philosophical literature.</i> · <i>These will be available either at the library or on Nestor.</i>
language	English
format	discussion group, lecture Lectures and group discussion
assessment	essay Final essay

35. FORMAL EPISTEMOLOGY

code	FI214FE
objectives	The course aims to make students familiar with main themes in formal epistemology: confirmation theory, inductive logic, epistemic logic, social epistemology, learning theory and default logic. The first goal of the course is that students will have an overview of these themes and be familiar and comfortable with the technical aspects of these topics. The second goal of the course is that once students are familiar with the technical aspects they are able to critically assess the philosophical merits of particular approaches.
contents	Formal methods have been used to try to answer well-known questions in epistemology: What is knowledge? How does reasoning work? How is belief justified? How does information spread in social environments? In this course we will look at some of the formal approaches to these questions where we both look at the formal details and their philosophical merits. Familiarity with logic, probability theory are needed to be able to do this course.
coördinator	prof. dr. B.P. Kooi
lecturer	prof. dr. B.P. Kooi
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<i>Online reader</i>
language	English
prerequisites	Logic and probability theory

36. GESCHIEDENIS VAN DE FILOSOFIE 2: MIDDELEEUWEN

vakcode	FI171GF2
doel	Studenten <ol style="list-style-type: none"> 1. maken kennis met centrale denkers uit de geschiedenis van de filosofie van de middeleeuwen, 2. zijn in staat middeleeuwse filosofische teksten in vertaling te lezen, 3. zijn in staat argumenten uit middeleeuwse filosofische teksten te reconstrueren en te beoordelen, 4. zijn in staat schriftelijk verslag te doen van hun reconstructies en beoordelingen.
inhoud	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. 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

	<p>daden. Tijdens de cursus lezen we het laatste deel van de Ver- troosting.</p> <p>Anselmus van Canterbury werd beroemd met een filosofisch be- wijs voor het bestaan van God. Tijdens de cursus onderzoeken en evalueren we dit argument aan de hand van Anselmus' <i>Pros- logion</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 ken- vermogen. In het laatste deel van de cursus lezen we selecties uit Thomas' werk.</p>
coördinator	Dr. H.T. Adriaenssen
docent	Dr. H.T. Adriaenssen
programma	Ba Filosofie, Bachelor Exchange Courses
fase	propedeuse
periode	semester I b
studielast	7.5 EC
literatuur	<ul style="list-style-type: none"> · <i>Literatuur wordt via Nestor beschikbaar gemaakt</i> · <i>Readings will be made available via Nestor</i>
taal	Nederlands
vorm	hoorcollege, werkcollege
opm	<p>Ieder eerstejaars vak heeft wekelijkse practica, die tot doel heb- ben 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.</p>

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

vakcode	FI171GF4
doel	<ul style="list-style-type: none"> - De student kent belangrijke filosofische scholen en tradities van de 19e en 20e eeuw - De student kan moeilijke filosofische teksten kritisch lezen, vergelijken en evalueren - De student is in staat belangrijke theorieën van de behandelde filosofen te articuleren - De student is in staat complexe argumenten helder weer te geven in essays geschreven in wetenschappelijke stijl
inhoud	<p>In dit vak bestuderen we de belangrijke filosofische ontwikkelingen in de 19e en 20e eeuw. Aangewakkerd door Kants kritische filosofie ontstaat in de romantische periode het Duits Idealisme waarin kennis van het absolute centraal staat. Hegels absoluut idealisme stelt begrip van de geschiedenis centraal in de zogenaamde zelfbewustwording van de geest. Met Schopenhauers filosofisch pessimisme treden in dezelfde periode problemen aangaande de menselijke existentie op de voorgrond welke in de filosofie van Nietzsche verder worden uitgewerkt. De 20e eeuw laat zich kenmerken door de split in continentale en analytische filosofie, waar wij in dit vak uitvoerig op in zullen gaan.</p>
coördinator	dr. C.M.A. van Mazijk
docent	dr. C.M.A. van Mazijk

programma	Ba Filosofie
fase	propedeuse
periode	semester II b
studielast	7.5 EC
literatuur	· <i>Online syllabus</i>
taal	Nederlands
vorm	hoorcollege, werkcollege
toets	deeltentamen(s), essay Twee deeltentamens en een schrijfo opdracht
opm	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.

38. GLOBAL JUSTICE: A PPE PERSPECTIVE

code	FI183AS
objectives	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.
contents	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.
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester I b
credits	5 EC
literature	<i>A reading list will be made available ahead of class</i>
language	English
format	lecture Lecture/Seminar, most sessions will start with a lecture but will

assessment	also contain classroom debates homework exam A take-home exam will be held at the end
prerequisites	While the course takes an integrated PPE perspective, a formal PPE background is not required to participate Political Philosophy desirable

39. HEGEL'S PRACTICAL PHILOSOPHY

code	FI204HP
objectives	The goal of this course is that students can make some sense of a very important, but also notoriously difficult book: Hegel's <i>Elements of the Philosophy of Right</i> (1821). They will learn to situate it in its historical context, but also to evaluate the systematic merits of some of its key concepts, such as "ethical life" (Sittlichkeit) and "spirit" (Geist). They will critically discuss what notion of freedom Hegel wants to realize in his account of modern society, and whether his attempt can be described as success or failure.
contents	We will try to understand the practical philosophy of GWF Hegel, as laid down in his <i>Elements of the Philosophy of Right</i> . This book is one of the keystones of the history of Western Philosophy, and yet, to this day, its interpretation remains controversial. Was Hegel a liberal or a conservative? A Kantian or an Anti-Kantian? What to make of notoriously difficult notions such as "ethical life" (Sittlichkeit) or "spirit" (Geist) – are those dangerously metaphysically loaded ideas, or should one understand them as elements of sociological theory <i>avant la lettre</i> ? We will read selected passages from the <i>Elements of the Philosophy of Right</i> , and try to understand them both in their historical context and from a systematic perspective. The focus will be in particular on the kind of society that Hegel envisaged, in which he saw freedom realized.
coördinator	prof. dr. L.M. Herzog
lecturer	prof. dr. L.M. Herzog
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· Hegel, <i>Elements of the Philosophy of Right</i> – edition and secondary literature will be announced before the course
language	English
prerequisites	Some knowledge of Kant's philosophy would be helpful
remarks	PPE elective and open to all other Master programs (also history of philosophy)

40. HISTORY OF PHILOSOPHY I: FROM PLATO TO HUME

code	FI170GES1
objectives	Introduction to the history of Western philosophy from classical antiquity to the Enlightenment.

contents	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. 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.
coördinator	prof. dr. M. Lenz
lecturers	dr. L. Georgescu, prof. dr. M. Lenz
programme	Ba Philosophy of a Specific Discipline, Minor Filosofie
phase	bachelor
period	semester I a
credits	5 EC
literature	<i>Will be announced at the beginning of the course</i>
language	English
format	lecture Lecture
assessment	written exam Exam

41. HISTORY OF PHILOSOPHY II: 18TH - 20TH CENTURY

code	FI170GES2
objectives	<ul style="list-style-type: none"> · Knowledge about core philosophical movements and problems in the history of modern philosophy · The ability to explain important relations between philosophical, scientific and cultural developments in the late eighteenth to twentieth centuries · The ability to critically read philosophical texts and evaluate philosophical arguments with sensitivity to their historical context
contents	<p>This course will address various developments in European philosophy in the eighteenth through the twentieth centuries. We will begin with Kant's Copernican turn: the idea that the fundamental philosophical problem is not to access reality as it is independent of our own minds, but to make sense of the fact that the world, insofar as it can show up to us at all, is only intelligible in the form conferred on it by our minds. (Or, as later thinkers thought of it, as mediated by our own subjectivity, in all of its sociohistorical contingency.) This approach heralded a new prominence given in European philosophy to an array of themes -- the relationship between the individual and society, the contingency of our concepts, the (im)possibility of drawing a boundary between thought and reality, and moral responsibility under immoral regimes -- giving form to new methods including phenomenology, existentialism, ideology and genealogy critique, and the dissolution of philosophical pseudo-problems. We will discuss some of the pivotal steps in this itinerary, drawing from some of the following (subject to final syllabus): Kant, Hegel, Marx, Nietzsche, Wittgenstein, Sartre, Beauvoir, Arendt, Horkheimer and Adorno, Foucault.</p>

programme phase	Ba Philosophy of a Specific Discipline, Minor Filosofie
period	semester I b
credits	5 EC
literature language	<i>Literature available on Nestor</i> English
format	lecture Lecture
assessment	written exam written exam
prerequisites	Only available for students in the philosophy minor

42. HISTORY OF PHILOSOPHY, POLITICS, AND ECONOMICS

code FI174PPEH

objectives Upon completion of the course the student have:

- advanced knowledge and understanding of some key moments in the history of PPE
- Upon completion of the course the student are able to:
- explain and critically reflect on some key moments in the history of 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
lecturers	prof. dr. L.M. Herzog, prof. dr. L.W. Nauta
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· <i>Texts will be made accessible via Nestor</i>
language	English
format	lecture, seminar Lecture and discussion (combined)

43. HISTORY OF PHILOSOPHY 1: ANCIENT PHILOSOPHY

code	FI171GF1
objectives	1) Learn to read ancient philosophical texts in translation. 2) Learn to reconstruct complex philosophical views, arguments, and debates. 3) Learn to independently judge competing views. 4) Learn to explain, analyse, and evaluate philosophical arguments and views. 5) Acquire knowledge of philosophy and its past.
contents	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. We will be reading texts by the Presocratics, Plato, Aristotle, the Epicureans, and the Stoics.
coördinator	dr. T.M. Nawar
lecturer	dr. T.M. Nawar
programme	Ba Philosophy, Bachelor Exchange Courses
phase	propedeuse
period	semester I a
credits	7.5 EC
literature	· C.D.C. Reeve, <i>Aristotle: Physics</i> (ISBN: 978-1624666919), € 21.34 · G. M. A. Grube & J. M. Cooper, <i>Plato, Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo</i> (ISBN: 978-0872206335), € 15.65
language	English
format	lecture, seminar Lectures, seminars (see online guide)
assessment	essay, written exam Written exams and essay (see online guide)
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.

44. HISTORY OF PHILOSOPHY 3: EARLY MODERN PERIOD

code	FI171GF3
objectives	<ol style="list-style-type: none"> 1) Foster the ability to read highly complex argumentative texts from the past (in translation) and understand technical terminology. 2) Foster the ability to understand the overall goals of the text and detect the different arguments used to achieve it. 3) Analyse and evaluate philosophical arguments and their validity. 4) Identify the role that a specific argument or claim plays in the overall structure of the text. 5) Acquire knowledge about key figures and debates in the history of Western early modern philosophy. 6) Foster the ability to write short argumentative essays in which you present, analyse and interpret historical texts 7) Develop methodological awareness about the issues and challenges involved in doing philosophy in a historically contextualized way.
contents	<p>The course offers 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 subjectivity? How does one live a good life? Each week, we will read a short selection from the debates that ensued regarding such questions. Some of the texts we will look into are: Descartes' <i>Meditations on First Philosophy</i>, Spinoza's <i>Ethics</i>, Cavendish' <i>Observations upon experimental philosophy</i>, Hume's <i>Enquiry Concerning Human Understanding</i>, Du Châtelet's <i>Foundations of Physics</i>, Amo's <i>On the Impassivity of the Human Mind</i></p>
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	· Penguin Classics 2004, <i>Baruch Spinoza</i> , , i (ISBN: 978-0-

	140-43571-9)
	· ed. E. Steinberg (Hackett Classics, 1993 , <i>David Hume</i> , , i (ISBN: 10: 0872202291)
	· ed. by J. Zinsser, Chicago: University of Chicago Press, 2009 , <i>Emilie du Châtelet</i> , , i (ISBN: 10: 0226168077)
	· Cambridge University Press 1988, <i>René Descartes</i> , , i (ISBN: 9780521358125)
	· <i>The text selections will be made available via Nestor</i>
language	English
format	lecture, seminar Lectures, seminars
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 succesful participation is required in order to complete the course.

45. HISTORY OF PHILOSOPHY 5: TOPICS IN LANGUAGE AND REALITY

code	FI202GF5
objectives	This course focuses on twentieth century philosophy of language and metaphysics. Upon successfully completing the course, students are expected to: <ol style="list-style-type: none"> 1) understand some central problems concerning language and reality; 2) acquire detailed knowledge of some central philosophical writings concerning issues relating to language and reality; 3) be able to reconstruct complex philosophical views, arguments, and debates about language and reality. 4) be able to explain, and evaluate complex philosophical views, arguments, and debates about language and reality .
contents	Through a careful reading of some seminal twentieth century philosophy, we will examine the answers philosophers have offered to some fundamental questions in philosophy: <ul style="list-style-type: none"> · What is the relation between language and reality? What is reference, and what is meaning? · What is the nature of reality? How can we speak about it? Is reality, in some sense, dependent upon our minds? · Are necessity and possibility genuine features of reality? Or are they just features of how we think and talk about reality? · Is truth objective, or is it relative to some observer? If the world is relativistic, what is reality like?
coördinator	dr. T.M. Nawar
lecturer	dr. T.M. Nawar
programme	Ba Philosophy, Bachelor Exchange Courses
phase	bachelor
period	semester I a
credits	7 EC
literature	<i>Readings will be made available via Nestor</i>
language	English and Dutch
assessment	written assignment(s)

Written exam; long written assignment

46. HISTORY OF PHILOSOPHY 6: HERMENEUTICS: THE INVENTION OF MEANING

code	FI212GF6
objectives	<ul style="list-style-type: none"> · Gaining familiarity with the way in which the phenomenon of 'meaning' has been understood and shaped in different historical contexts and by different cultures. · Developing the ability of reconstructing broad debates and perceive the overall dialectics that underpin historical and philosophical developments. · Develop the ability of conducting philosophical research (individually or in group) based on a given topic.
contents	Hermeneutics is the art of understanding experience. Understanding has to do with the 'meaning' that is 'invented' (given or discovered) in what appears and is experienced. But how do human beings invent meaning? And what does this entail? This course seeks to explore some episodes in the global history of the human quest for meaning, moving from archaic times, to ancient cultures in Greece and India, up to later developments in modern Europe. In doing so, the course will present how human beings struggled to explore the whole spectrum of their experience, often beyond what today in the West we take to be ordinary daily consciousness, and how this exploration deeply shaped their understanding of reality, language, society, and existence.
coördinator	dr. A. Sangiacomo
lecturer	dr. A. Sangiacomo
programme	Ba Philosophy
phase	bachelor
period	semester I b
credits	7 EC
literature	<i>The course will make use of a reader that will be shared with students one month before the beginning of the course. Any extra literature will be announced online at the same time.</i>
language	English
format	lecture, seminar Lectures and Seminars
prerequisites	Previous GF1-5 courses

47. HISTORY OF SCIENCE FROM GALILEO TO DARWIN (A)

code	FI204HSA
objectives	<ul style="list-style-type: none"> · explain and critically reflect on some key moments in the history of science · explain and critically reflect on the views of some major philosophers and scientists including Galileo, Descartes, Boyle, Newton, Lamarck, Darwin and others. · critically compare the contributions of these philosophers to the history of philosophy and science. · report on research in an academically sound way both orally and in written form.

contents	This course consists of two parts. In the first part (5 EC) 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. In the second part (5 EC) we will closely read Darwin's <i>On the Origin of Species</i> . 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 Descartes and his followers, 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. The course will also pay attention to other critics of Aristotelian natural philosophy and how Galileo and Newton revolutionized the study of the cosmos and the natural world.
lecturers	prof. dr. L.W. Nauta, Dr. H.T. Adriaenssen
programme	Ma Philosophy, Science and Humanities, Master Exchange Courses
phase	master
period	semester I
credits	10 EC
literature	<ul style="list-style-type: none"> · Cambridge: Cambridge University Press, 2015 (paperback), Charles Darwin, <i>On the Origin of Species</i>, ed. Jim Endersby (ISBN: 9781316610206) · <i>Links to other texts will be made available via Nestor</i>
language	English
remarks	Part A and B are mandatory courses for the MA program Philosophy, Science, and Humanities. Part B may be followed independently from Part A, and can be chosen as an elective by master students not following this master's program.

48. HISTORY OF SCIENCE FROM GALILEO TO DARWIN (B: DARWIN)

code	FI204HSB
objectives	<ul style="list-style-type: none"> · explain and critically reflect on some key moments in the history of science · explain and critically reflect on the views of some major philosophers and scientists including Galileo, Descartes, Boyle, Newton, Lamarck, Darwin and others. · critically compare the contributions of these philosophers to the history of philosophy and science. · report on research in an academically sound way both orally and in written form.

contents	This course consists of two parts. In the first part (5 EC) 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. In the second part (5 EC) we will closely read Darwin's <i>On the Origin of Species</i> . 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 Descartes and his followers, 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. The course will also pay attention to other critics of Aristotelian natural philosophy and how Galileo and Newton revolutionized the study of the cosmos and the natural world.
lecturers	Dr. H.T. Adriaenssen, prof. dr. L.W. Nauta
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses
phase	master
period	semester I b
credits	5 EC
literature	Cambridge: Cambridge University Press, 2015 (paperback), Charles Darwin, <i>On the Origin of Species</i> , ed. Jim Endersby (ISBN: 9781316610206)
language	English
remarks	Part A and B are mandatory courses for the MA program Philosophy, Science, and Humanities. Part B may be followed independently from Part A, and can be chosen as an elective by master students not following this master's program.

49. INTRODUCTION TO ASIAN PHILOSOPHICAL TRADITIONS (INDIA, CHINA, JAPAN)

code	FI133PB
objectives	<ul style="list-style-type: none"> · Understanding the historical development of the main Asian philosophical traditions; · Getting acquainted with different forms of argumentation in classical Asian texts; · Thinking critically about the position of European philosophy and its relationship with different philosophical traditions.
contents	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?

coördinator	Lucas den Boer
lecturer	Lucas den Boer
programme	Ba Philosophy
phase	bachelor
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · S. Hamilton, <i>Indian Philosophy: A Very Short Introduction</i>, 2001 (ISBN: 10/13:9780192853745), ca. € 9.00 · B. van Norden, <i>Introduction to Classical Chinese Philosophy</i>, 2011 (ISBN: 10/13:9781603844680), ca. € 24.00
language	English
format	lecture, seminar lectures
assessment	homework exam Take home exam
prerequisites	Afgeronde propedeuse. Ook studenten die filosofie niet als hoofdstudie hebben, kunnen zich inschrijven. Het is raadzaam om tenminste een inleidend vak in de filosofie te hebben gevolgd.
remarks	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.

50. INTRODUCTION TO ETHICS

code	FI200ITE
objectives	Familiarity with the most important theories in ethics and with the prominent arguments in favour and against those theories.
contents	Everyone has an opinion about what is morally right or wrong. But what does it mean for those opinions to be justified? And can people come to an agreement about them? This course discusses these questions and provides a systematic overview of influential ethical theories like Consequentialism, Kantian Ethics, and Virtue Ethics.
lecturer	dr. D.D. Brandenburg
programme	Ba Philosophy of a Specific Discipline, Minor Filosofie
phase	bachelor
period	semester I b

credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Additional literature will be made available</i> · Jonathan Wolff, <i>An Introduction to Moral Philosophy</i> (first edition), Norton
language	English

51. KANT, NORMATIVITY, CRITIQUE

code	FI214KN
objectives	<ul style="list-style-type: none"> · to better understand Kant's account of moral and epistemic normativity, critique of reason, the unity of reason, and the role of judgment · to critically analyze key texts of Kant's philosophy · to improve skills in argumentation and interpretation · to hone philosophical writing abilities · to hone abilities in discussing philosophy: both in presenting one's own views and building on others' views
contents	<p>In the Groundwork, Kant draws a deep distinction between theoretical and practical reason: while the use of pure theoretical reason is liable to deceive us into thinking we can know about objects unavailable to empirical awareness, practical reason is at its most correct when it is pure, abstracted from all empirical considerations. Yet in the same text, Kant also claims that his aim is to provide "a complete critique of our reason", since "there can be only one and the same reason, which must differ merely in its application." If the two employments of reason differ deeply in their aims, risks, and ordinary availability, in what sense are they unified into one cognitive faculty ('reason')? If a 'complete critique of reason' was Kant's goal, did he succeed in accomplishing it? And do the deep divisions between theoretical and practical, empirical and pure threaten this project?</p> <p>In this class, we will consider Kant's account of moral and epistemic normativity, the project of a critique, the role of judgment in mediating empirical/a priori and theoretical/practical, what Kant called the 'transition problem' to address the 'gap' in his philosophy, and ingredients common to both uses of reason (e.g., maxims and ideas of reason). Works to be discussed include: the <i>Critique of Pure Reason</i>, <i>Groundwork</i>, <i>Critique of Practical Reason</i>, <i>Critique of Judgment</i>, <i>Metaphysics of Morals</i>, <i>Opus Postumum</i>, <i>Correspondence</i>, and secondary literature.</p>
coördinator	dr. S.F. Vaccarino Bremner
lecturer	dr. S.F. Vaccarino Bremner
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester I a
credits	5 EC
literature	<i>Literature will be available on Nestor</i>
language	English

prerequisites	Previous knowledge of Kant's theoretical and/or practical philosophy highly recommended.
remarks	Working from physical copies of Kant's works (the Cambridge editions, as well as the Pluhar or Kemp Smith translations for the <i>Critique of Pure Reason</i> and <i>Critique of Judgment</i>) is highly recommended.

52. KANT'S THEORY OF PROPERTY

code	FI213FT
objectives	<p>The aim of this course is to introduce students to Kant's theory of property. Students will explore key concepts, problems and arguments in Kant's political philosophy relating to property rights and acquisition of the land in the context of modern political thought, and its impact on current debates.</p> <p>Students taking this course will be expected to read the parts of the <i>Doctrine of right</i> required for each lecture, together with the relevant secondary literature for each topic. On completion of this course, they will</p> <ul style="list-style-type: none"> - have gained an understanding of Kant's theory of property and its place in the history of modern political philosophy - have some awareness of interpretative problems and objections to Kant's theory - be able to engage with the primary sources by identifying and assessing questions and arguments - have developed skills in writing philosophy, both in formulating one own's view and in discussing the view of others
contents	<p>This course examines Kant's theory of property in the context of the modern political thought of 17th and 18th centuries. We will analyze Kant's arguments and theses regarding ownership rights and the acquisition of the land, and cover key questions such as the relationship between property and the necessity of the state, the justification of original acquisition, and the aim of the formation of a public will. We will also look at Kantian theories of territorial rights.</p>
coördinator lecturer	dr. F. Tomassini Abaurrea
programme	Ba Philosophy
phase	bachelor
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Access to other primary texts and secondary literature will be organized in class</i> · I. Kant; Cambridge University Press , <i>The Metaphysics of Morals</i> (ISBN: 9781316091388)
language	English
prerequisites	Knowledge of Kant or early modern philosophy is desirable

53. LOGICA EN ARGUMENTATIETHEORIE

vakcode	FI151LAT
doel	Na afloop van de cursus heeft de student:

inhoud	<ol style="list-style-type: none"> 1. een overzicht van de formele logica, 2. een overzicht van de argumentatietheorie, <p>en kan de student:</p> <ol style="list-style-type: none"> 3. zinnen, redeneringen en betogen analyseren, 4. symbolismen leren hanteren, 5. de logische kwaliteit van redeneringen en argumentaties beoordelen, 6. formele deducties maken, 7. logische, dialectische, retorische en epistemische benaderingen van argumentatie karakteriseren, 8. een argumentatief, filosofisch essay schrijven. <p>De cursus bestaat uit een deel formele logica en een deel argumentatietheorie.</p> <p>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.</p> <p>In het deel over argumentatietheorie bespreken we: logische, epistemische, dialectische en retorische benaderingen van argumentatie; het begrip "kritisch discussiëren"; de analyse van een complex betoog; het begrip "drogreden"; de typologie van drogredenen; twee benaderingen van rechtvaardigingskracht. Met software voor online discussiëren helpen we elkaar om een overtuigend filosofisch betoog te ontwikkelen.</p>
coördinator	prof. dr. B.P. Kooi
docenten	prof. dr. B.P. Kooi, dr. J.A. van Laar
programma	Ba Filosofie
fase	bachelor
periode	semester I b
studielast	7.5 EC
literatuur	<ul style="list-style-type: none"> · <i>Digital Reader "Argumentatietheorie"</i> · David Barker-Plummer, John Barwise en John Etchemendy, <i>Language, Proof and Logic</i>, CSLI Publications, 2011 (ISBN: 978-1-57586-632-1)
taal	Nederlands
vorm	computerpracticum, hoorcollege, werkcollege
toets	Hoorcollege, werkcollege, workshop, computer practical
opm	deeltentamen(s), essay, huiswerktentamen, schriftelijk tentamen Deeltentamen(s), essay, huiswerktentamen, schriftelijk tentamen 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.

54. LOGIC AND EPISTEMOLOGY

code	FI202LK
objectives	<ul style="list-style-type: none"> - 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.
contents	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
coördinator	prof. dr. B.P. Kooi
lecturers	prof. dr. J.W. Romeijn, prof. dr. B.P. Kooi
programme	Ba Philosophy
phase	bachelor
period	semester II a
credits	7 EC
literature	<ul style="list-style-type: none"> · David Barker-Plummer, Jon Barwise and John Etchemendy, Stanford 2011: CSLI Publications, <i>Language, Proof and Logic</i>(Second Edition) · <i>Reader met teksten (beschikbaar gemaakt op Nestor)</i>
language	English and Dutch

format	lecture, seminar Lecture and seminar
assessment	written exam Essay
prerequisites	'Logica en argumentatietheorie' of 'Reasoning and Arguing' 'Ken- en wetenschapsleer 1' of 'Wetenschapsfilosofie Minor'

55. MASTER'S THESIS COURSE AND THESIS

code	FI214S15
programme	Ma Philosophy, Ma Philosophy and Education
phase	master
period	semester II
credits	15 EC
language	English and Dutch
remarks	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 bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

56. MASTER'S THESIS COURSE AND THESIS PPE

code	FI174S15
objectives	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.
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester II
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 bachelor 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 COURSE AND THESIS PSH

code	FI204S15
objectives	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.
programme	Ma Philosophy, Science and Humanities
phase	master
period	semester II
credits	15 EC
language	English and Dutch
format	self-study
remarks	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 bachelor 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 COURSE AND THESIS RM

code	FI045THE
programme	Research Master Philosophy
phase	master
period	semester II
credits	25 EC
language	English
remarks	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 bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

59. META-ETHIEK

vakcode	FI202ME
doel	Gedetailleerde kennis van begrippen, argumenten en posities in de (hedendaagse) meta-ethiek.
inhoud	Zijn morele oordelen emoties of overtuigingen die correct en incorrect kunnen zijn? Bestaan er feiten over wat goed en slecht is? Zijn die feiten relatief of absoluut? Hoe vergaren we kennis van de moraal? Dit zijn meta-ethische vragen. Deze cursus geeft een overzicht van de belangrijkste posities en argumenten in de meta-ethiek. Ter sprake komen onder meer non-cognitivism, relativisme, naturalisme, non-naturalisme en error theory.
coördinator	prof. dr. B. Streumer
docenten	dr. H.W.A. Evers, prof. dr. B. Streumer
programma	Ba Filosofie
fase	bachelor
periode	semester II a
studielast	7 EC
literatuur	<ul style="list-style-type: none"> · <i>Additional readings announced on Nestor</i> · Matthew Chrisman (2017), first edition, Oxford: Routledge, <i>What Is This Thing Called Metaethics?</i>
taal	Nederlands
vorm	hoorcollege, werkcollege
toets	essay
entree	Ethiek 1: Inleiding in de Ethiek

60. METHODS OF PHILOSOPHY, POLITICS AND ECONOMICS

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 places a number of important research tools into the PPE context: decision theory, statistics, causal analysis, social choice theory, impact analysis and causal modeling. The course focuses on evidence-based policy making, and thereby on various aspects of individual and collective decision making, and on epistemic considerations about the social sciences that inform policy.
coördinator	prof. dr. J.W. Romeijn
lecturer	prof. dr. J.W. Romeijn
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	<i>Reader with articles and book chapters (made available on Nestor)</i>
language	English
format	lecture Lectures and essay discussions

assessment essay, oral exam
Essays and feedback / oral examination

61. MODERN PHILOSOPHY: KANT'S CRITIQUE OF PURE REASON

code FI193KC

objectives

- The student can independently read and understand difficult passages from Kant's main work Critique of Pure Reason
- 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

contents Kant's (1724-1804) Critique of Pure Reason (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 but als challengingly difficult Critique of Pure Reason by reading a selection of the most important sections.

coördinator dr. C.M.A. van Mazijk

lecturer dr. C.M.A. van Mazijk

programme Ba Philosophy, Bachelor Exchange Courses

phase bachelor

period semester II a

credits 5 EC

literature *Online syllabus*

language English

format lecture, seminar
Lecture; seminar

assessment essay
Essay

62. MODERN PHILOSOPHY: THE CRISIS OF EUROPEAN SCIENCES

code FI214CM

objectives

- The student can independently read and understand difficult passages from Husserl's *The Crisis of European Sciences and Transcendental Phenomenology*
- The student is acquainted with central ideas Husserl develops in his later philosophy and is capable of articulating those in a paper written in academic style

contents *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 principal founder of the philosophical movement called phenomenology. The work constitutes Husserl's final attempt to offer an introduction to pure phenomenology and to defend the path of reason which, according to him,

	has defined Western philosophy since Plato. Unlike most of Husserl's other writings, however, this 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 is a classic in twentieth century continental philosophy.
coördinator	dr. C.M.A. van Mazijk
lecturer	dr. C.M.A. van Mazijk
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>(German: Die Krisis der europäischen Wissenschaften und die transzendente Phänomenologie: Eine Einleitung in die phänomenologische Philosophie).</i> · <i>The Crisis of European Sciences and Transcendental Phenomenology: An Introduction to Phenomenological Philosophy</i> · <i>There is also a Dutch translation available.</i>
language	English
prerequisites	No previous knowledge required

63. MODERNITY AS DOMINANCE: ADORNO AND FOUCAULT

code	FI164MD
objectives	<ul style="list-style-type: none"> · Acquiring insight into the distinct conceptual characteristics of Frankfurt School Critical Theory and the Foucauldian poststructuralist critique of modernity. · Getting acquainted with different views of the relation between these different types of critique. · Ability to discuss these bodies of theory in written and oral forms.
contents	<p>Theodor Adorno and Michel Foucault both developed, in their distinct ways, radical critiques of modernity – as a regime of disciplining power rather than emancipation, upsetting the received optimistic angles to modernity. Adorno's central concept was 'instrumental reason', Foucault employed concepts such as 'discipline' and 'governmentality'. Both theoretical stances generated a host of commentaries, separately and in comparison. These hold different views of the relation between Adorno's Critical Theoretical and Foucault's poststructuralist forms of critique.</p> <p>We will study parts from these two philosophers' own works, as well as a selection from the secondary literature, with authors such as Axel Honneth, Seyla Benhabib, Paul Rabinow, Thomas Lemke, Lois McNay and others. The two approaches clearly concur in certain respects, but what motives and premisses do they actually share, and where do they part company?</p>
coördinator	dr. J.A. Vega

lecturer	dr. J.A. Vega
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<i>A digital reader</i>
language	English
format	discussion group Discussion seminar; reports of readings
assessment	essay, written assignment(s) In-between written assignments and final essay
prerequisites	Preferably several third year courses in social and political philosophy. When no such previous knowledge, consult the lecturer.
remarks	This course will consist of active student engagement and discussions rather than lectures. Students are expected to prepare the texts well, actively contribute to the sessions, and feel co-responsible for the intellectual process that a master course is. Your obligations further include a number of written preparations; mine consist in providing you with steady feedback, and theoretical context where necessary. You will thus be able to trace your own progress as to intellectual insight and philosophical writing skills throughout the course. The course adopts a no-screens policy: no digital devices are allowed in class.

64. MONDELINGE FILOSOFISCHE VAARDIGHEDEN

vakcode	FI202MV
doel	Na afloop van de cursus kan de student: <ul style="list-style-type: none"> - De relatie uitleggen tussen filosofie en presenteren/gespreksvoering. - Filosofische stof en een eigen standpunt op een aantrekkelijke en heldere manier presenteren aan algemeen publiek. - Kritisch naar de eigen presentatie- en gespreksvaardigheden kijken, verbeterpunten formuleren en deze doorvoeren. - Constructieve feedback geven op de presentatie- en gespreksvaardigheden van medestudenten.
inhoud	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 indivi-

	duel presentaties binnen kleine groepen en krijgen zij commentaar van de docenten en de medestudenten.
	In het tweede blok staat het voeren van een gesprek centraal. Wat is de relatie tussen filosofie en het voeren van een gesprek? Wat typeert een filosofisch gesprek? Na de inleidende hoorcolleges voeren de studenten verschillende filosofische gesprekken in verschillende discursieve settings. De docenten en de medestudenten voorzien deze gesprekken nadien van commentaar.
programma	Ba Filosofie
fase	bachelor
periode	semester I
studielast	2 EC
literatuur	<i>Reader</i>
taal	Nederlands
vorm	hoorcollege Hoorcolleges, seminars (practica)

65. NEUROETHICS

code	FI204DB
objectives	The aim of this course is for students to: <ul style="list-style-type: none"> - understand the rise, scope, and definition of neuroethics - be familiar with a number of neuroethical debates. - be able to grasp and clearly articulate what is at stake in these debates - be able to constructively engage with these debates - be equipped with the tools for approaching other neuroethical issues
contents	Neuroethics is a research area concerned with the ethical implications of our increasing understanding of the brain and cognition. In this course we will first address the history, scope and definition of this relatively new approach. After that 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 law, the ethics of cognitive enhancement, the ethics of neuromarketing, the impact of technology on moral cognition, and neurodiversity.
coördinator	dr. D.D. Brandenburg
lecturer	dr. D.D. Brandenburg
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester II a
credits	5 EC
literature	<i>To be announced</i>
language	English
prerequisites	Introduction to Ethics

66. NONHUMAN AND HUMAN MINDS

code	FI213FK
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objectives	<ul style="list-style-type: none"> · 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	<p>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.</p>
coördinator	dr. F.A. Keijzer
lecturer	dr. F.A. Keijzer
programme	Ba Philosophy
phase	bachelor
period	semester II b
credits	5 EC
literature	<i>Texts will be made available via Student Portal</i>
language	English

67. PHILOSOPHY AND MENTAL DISORDERS

code	FI214MD
objectives	<p>After this course, students will be able to explain the key philosophical positions on the nature of mental disorders, to read and understand primary texts in philosophy of psychiatry, and to synthesize this knowledge and give an informed opinion in written and oral form.</p>
contents	<p>The nature of mental disorders, such as depression or schizophrenia, is a key issue in psychiatry and its philosophy. In spite of many proposals and extensive debates, there is no agreement on how mental disorders should be defined or conceptualized. Traditional answers range from essentialism, where disorders are seen as biological phenomena analogous to medical diseases, to social constructivism, where they are taken to be products of social activities. In recent years, also many novel proposals have appeared, such as the network theory and pragmatist-instrumentalist approaches. There are also increasing worries about overdiagnosis and medicalization of problems that should perhaps not be seen as pathological. In this course, we study and discuss the foundational and contemporary literature</p>

coördinator	on the philosophy of mental disorders.
lecturer	dr. M.I. Eronen
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<i>Texts will be made available on Student Portal</i>
language	English

68. 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	<p>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 AI and cognitive science. 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.</p> <p>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.</p>
coördinator	dr. M.I. Eronen
lecturer	dr. M.I. Eronen
programme	Ba Philosophy, Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses, BSc Artificial Intelligence
phase	bachelor
period	semester II a
credits	5 EC
literature	<i>Texts will be made available on Student Portal</i>
language	English
remarks	As part of this specialisation course, students of the Bachelor programme Philosophy of a Specific Discipline are required to attend several practicals. These practicals aim to develop philosophical writing skills, and active participation is mandatory for PoaSD-students to pass this course.

69. PHILOSOPHY OF ART

code	FI213DE
objectives	Knowledge of basic positions in the (analytic) philosophy of art, practice in analysing arguments and critical thinking, practice in writing an essay.
contents	This course introduces students to central topics in philosophical aesthetics (a.k.a. the philosophy of art), including the definition of art, the value of art, the objectivity of aesthetic judgement, the interaction between art and ethics and the paradox of tragedy. We focus on work in the analytic tradition.
lecturer	dr. H.W.A. Evers
programme	Ba Philosophy
phase	bachelor
period	semester II a
credits	5 EC
literature	<i>Artikelen/Articles</i>
language	English
format	lecture, seminar Lecture, seminar
assessment	essay Essay
prerequisites	None

70. PHILOSOPHY OF ILLNESS AND MEDICINE

code	FI204IM
objectives	<ul style="list-style-type: none"> · Developing exegetical, analytical, and critical skills · Developing skills of conversation, presentation, and composition · Developing familiarity with the philosophical literature on illness and medicine
contents	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.
lecturer	dr. C.M.F. de Canson
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy

phase	master
period	semester I a
credits	5 EC
literature	<i>All readings will be made available online</i>
language	English
format	lecture, seminar Seminar discussion
assessment	homework exam, written assignment(s) Weekly assignments (10%), peer-reviewed essay (90%)
prerequisites	No clinical knowledge/experience, or acquaintance with specific philosophical texts is required. However, familiarity with philosophical methodology will be assumed.

71. PHILOSOPHY OF LANGUAGE AND SEMANTICS: MEANING IN CONTEXT

code	FI214PL
objectives	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, aesthetics, metaethics, linguistic semantics and pragmatics, formal epistemology and metaphysics.
contents	In this course we trace the development of contemporary 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).
coördinator lecturer programme	dr. E. Maier dr. E. Maier Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<i>Links to articles and chapters to be announced and made available online</i>
language	English
prerequisites	First-order logic (i.e. any introduction to logic or semantics course)

72. PHILOSOPHY OF MATHEMATICS

code	FI213BK
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objectives	The course aims to make students familiar with the main topics and major positions in the philosophy of mathematics. It also provides a historical overview of some highlights in the field. The main goal of the course is that students will be able to understand the arguments on the main topics in philosophy of mathematics and are able to defend their own position on them.
contents	What is mathematics about? What are numbers? What is the ontological status of mathematical objects? Which concept of truth is most appropriate in the context of mathematics? In this course we will look at philosophical issues regarding mathematics. Since ancient times philosophers have thought about mathematics, because it seems that mathematics plays a special role in science. We will use the textbook <i>Thinking about Mathematics</i> by Stewart Shapiro which makes this topic accessible also for people who have little background in philosophy and mathematics.
coördinator	prof. dr. B.P. Kooi
lecturer	prof. dr. B.P. Kooi
programme	Ba Philosophy
phase	bachelor
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · Oxford: Oxford University Press. (ISBN-13: 978-0192893062), Shapiro, S. (2000). <i>Thinking about mathematics. The philosophy of mathematics</i> (ISBN: 10: 0192893068)
language	English
prerequisites	None

73. PHILOSOPHY OF MIND: LICHAAM, BREIN, GEEST

vakcode	FI202LBG
doel	<ul style="list-style-type: none"> · De student heeft kennis van de centrale problemen waar de <i>philosophy of mind and cognition</i> zich op richt · De student heeft een basale kennis van de recente empirische en filosofische ontwikkelingen die direct relevant zijn voor deze problemen · De student is in staat de verworven kennis schriftelijk weer te geven
inhoud	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.
programma	Ba Filosofie, BSc Artificial Intelligence (Keuzevakken)
fase	bachelor
periode	semester I a
studielast	7 EC
literatuur	<i>Losse artikelen en een verbindende tekst die beschikbaar worden gesteld op Student Portal</i>
taal	Nederlands
vorm	werkcollege, hoorcollege
toets	schriftelijk tentamen

74. **PHILOSOPHY OF NEUROSCIENCE**

code	FI184FR
objectives	<p>This course will help students develop the following:</p> <ul style="list-style-type: none"> · Articulate knowledge about recent philosophical discussions about neuroscience. · 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. · Skills to engage in constructive and respectful philosophical discussions.
contents	<p>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:</p> <p>(1) models of explanation in neuroscience (e.g., mechanistic explanation and dynamical models);</p> <p>(2) epistemological issues about inference techniques such as neuroimaging and network analysis in neuroscience;</p> <p>(3) the scientific study of consciousness,</p> <p>(4) ethical issues around neuroscience research, and</p> <p>(5) controversies about neuroenhancement and maker's knowledge (i.e., using neuroscience knowledge to transform the brain).</p> <p>Note about pre-requisites: The readings assume familiarity with concepts in philosophy of science, philosophy of mind, and neuroscience. Students should be proactive filling their knowledge gaps.</p>
coördinator	dr. C.F. Romero
lecturer	dr. C.F. Romero
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, MSc Behavioural and Cognitive Neurosciences: Behavioural Neurosciences (Electives: courses from other programmes), 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), MSc Human Machine Communication - as of 21-22 Computational Cognitive Science (C - Elective Course Units), Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<i>All the required readings will be available in Student Portal.</i>
language	English
format	lecture Lecture

75. PHILOSOPHY OF SCIENCE

code	FI180WET
objectives	<p>This course will help students develop the following:</p> <ul style="list-style-type: none"> · 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 written format. · skills to engage in constructive and respectful philosophical discussions.
contents	<p>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:</p> <ol style="list-style-type: none"> 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.
coördinator	dr. C.F. Romero
lecturer	dr. C.F. Romero
programme	Ba Philosophy of a Specific Discipline, BSc Applied Mathematics, BSc Econometrics and Operations Research/EOR (electives BSc EOR), BSc Mathematics: General Mathematics (Major track General Mathematics), BSc Mathematics: General Mathematics (Electives and Minor General Mathematics), BSc Mathematics: Probability and Statistics, Minor Filosofie
phase	bachelor
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>All required readings will be available in Student Portal</i> · Samir Okasha. 2016 (2nd Edition)Oxford University Press., <i>Philosophy of Science: A very short introduction.</i>
language	English
format	lecture lectures
assessment	written exam Written assignments, paper
prerequisites	none

76. PHILOSOPHY OF THE HUMANITIES: DIFFERENT STRATEGIES OF UNDERSTANDING

code	FI193SG
objectives	<p>After this course the student is able to:</p> <ul style="list-style-type: none"> · 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	<p>(This course is specifically meant for students of the Bachelor programme Philosophy of a Specific Discipline.)</p> <p>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:</p> <ul style="list-style-type: none"> · 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

	<ul style="list-style-type: none"> · 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: <ul style="list-style-type: none"> · 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, Carl Schmitt.
coördinator	S.L.V. Griffioen
lecturer	S.L.V. Griffioen
programme	Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses
phase	bachelor
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · Leezenberg and de Vries. , <i>History and Philosophy of the Humanities</i> · Available as e-book via Rug library website. · (ISBN: 9789463724937) · <i>Reader</i>
language	English
format	lecture, seminar Lecture, seminar
assessment	essay, homework exam Take home exam, essay
remarks	<ol style="list-style-type: none"> 1. After the lecture, we will discuss the reading material using reading questions that the students have submitted in advance. 2. As part of this specialisation course, students of the bachelor programme Philosophy of a Soecific Discipline are required to attend several practicals. These practicals aim to develop philosophical writing skills, and active apticipation is mandatory for PoaSD-students to pass this course.
77. PHILOSOPHY OF THE LIFE SCIENCES	
code	FI113FK
objectives	<ul style="list-style-type: none"> · Students have knowledge about the topics dealt with in the course and are capable to use this knowledge in speech

	<ul style="list-style-type: none"> · 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	The life sciences have shown a tremendous development during the last fifty years, and philosophical reflection on these sciences has grown with them. For a long time, philosophy of the life sciences was strongly oriented towards evolution by natural selection and the conceptual issues it generates. Nowadays, philosophy of the life sciences has become a more inclusive field where the organization of living systems plays a central role and which has come closer to philosophy of medicine. Topics dealt with in the course are gene-centrism and epigenetics, physiology and holism, individuals and symbiosis, functions and biological norms, health and wellbeing, and organism-environment interactions.
coördinator	dr. F.A. Keijzer
lecturer	dr. F.A. Keijzer
programme	Ba Philosophy, Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses
phase	bachelor
period	semester II a
credits	5 EC
literature	<i>Texts will be made available on Student Portal</i>
language	English
format	lecture, seminar Lectures and seminars
assessment	essay Intermediate assignments, essay
prerequisites	Some basic knowledge of the life sciences will be assumed.
remarks	<ol style="list-style-type: none"> 1. This course is part of the bachelor Philosophy of a Specific Discipline. 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. 3. As part of this specialisation course, PoaSD-students are required to attend several practicals. These practicals aim to develop philosophical writing skills, and active participation is mandatory for PoaSD-students to pass this course.

78. PHILOSOPHY OF THE NATURAL SCIENCES: PHYSICS AND METAPHYSICS

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	The course covers metaphysical questions in relation to physics. The first part of the course considers questions such as: What is

space? What is time? What is space-time? Can space-time explain? Does only the present exist? We consider what physics, in particular special relativity, tell us about these questions. In the second part of the course we look at the philosophical problems raised by another of our fundamental physical theories: quantum mechanics. How should we interpret this theory?

What does quantum mechanics tell us about whether there are properties in the world that exist independent of our measurements? Does quantum mechanics mean that there is non-locality in nature? Or many worlds? Does this theory lead to different ways of thinking about what physical theories do?

coördinator	dr. L. Henderson
lecturer	dr. L. Henderson
programme	Ba Philosophy, Ba Philosophy of a Specific Discipline, Bachelor Exchange Courses, BSc Artificial Intelligence (Optional Courses)
phase	bachelor
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Both of these books are available as e-books at the library</i> · Tim Maudlin, Princeton University Press 2019, <i>Philosophy of Physics: Quantum theory</i> · Tim Maudlin, Princeton University Press 2012, <i>Philosophy of Physics: Space and Time</i> (ISBN: 978-0691165714), € 18.00 · <i>Other readings will be provided on Nestor.</i>
language	English
format	discussion group, lecture
assessment	Lectures and discussion essay, written exam Essay and final exam
prerequisites	None. 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	<p>1. As part of this specialisation course, students of the Bachelor programme Philosophy of a Specific Discipline are required to attend several practicals. These practicals aim to develop philosophical writing skills, and active participation is mandatory for PoaSD-students to pass this course.</p> <p>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.</p>

79. PHILOSOPHY OF THE SOCIAL SCIENCES

code	FI173SS
objectives	<p>The student can formulate the central questions of philosophy of the social sciences.</p> <p>The student can offer a critical analysis of the way in which research is conducted (methodology) in the social sciences.</p> <p>The student can insightfully reflect on the nature of social phenomena (ontology).</p>
contents	Philosophy of the social sciences nowadays revolves around two

	<p>questions:</p> <ol style="list-style-type: none"> 1. How do social scientists explain? 2. What are social phenomena? <p>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.</p>
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	<i>Papers</i>
language	English
format	discussion group, lecture Lectures and discussion
assessment	essay Essay
prerequisites	This is not an introductory course. An introductory course on epistemology or the philosophy of science is a prerequisite for this course
remarks	<ol style="list-style-type: none"> 1. As part of this specialisation course, students of the Bachelor programme Philosophy of a Specific Discipline are required to attend several practicals. These practicals aim to develop philosophical writing skills, and active participation is mandatory for PoaSD-students to pass this course. 2. NB. 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.

80. PHILOSOPHY OF YOUR DISCIPLINE: INTRODUCTION

code	FI204IP
objectives	Students gain insight in a number of key debates on the intersection of philosophy and their scientific or scholarly discipline. They study the nature of scientific and scholarly knowledge, the methods with which this knowledge is obtained, its possible justification, and its authority and application.
contents	This course offers an overview over philosophical reflection on the sciences and the humanities. This philosophical reflection pertains both to the nature of scientific and scholarly knowledge itself, and to the use of this knowledge in shaping our world and self-image.
coördinator	dr. C.M.F. de Canson

lecturers	dr. C.M.F. de Canson, dr. C.F. Romero
programme	Ma Philosophy, Science and Humanities
phase	master
period	semester I
credits	10 EC
literature	<i>All readings will be made available online</i>
language	English

81. PSH: SPECIALISATION

code	FI204SP
objectives	To gain an overview and understanding of the different ways of doing philosophy of various specific disciplines. To gain the ability to tackle philosophical questions arising in your own discipline.
contents	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.
coördinator	dr. M.I. Eronen
lecturers	prof. dr. F.A. Hindriks, dr. M.I. Eronen, dr. L. Henderson
programme	Ma Philosophy, Science and Humanities
phase	master
period	semester II
credits	10 EC
literature	<i>The readings will be available either at the library or on Student Portal</i>
language	English
format	lecture Lectures, seminars

82. PPE 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.
contents	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 in-

	cluded health care, (in)equality, artificial intelligence, sustainability, responsible finance, climate change, and the natural environment.
coördinator	prof. dr. B.P. de Bruin
lecturer	prof. dr. B.P. de Bruin
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· <i>Made available through Nestor</i>
language	English
format	workshop Lecture/tutorial

83. PPE POLICY SEMINAR 2

code	FI174SEMP2
objectives	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. 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.
contents	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.
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester II a

credits	5 EC
literature	<ul style="list-style-type: none"> · <i>A reading list will be provided before the seminar.</i> · Harvard University Press, 2015, Among other things, we will read chapters from Anthony B. Atkinson, <i>Inequality</i> · Princeton University Press, 2017, Christopher H. Achen and Larry M. Bartels, <i>Democracy for Realists: Why Elections Do Not Produce Responsive Government</i> · <i>No books need to be purchased ahead of class</i>
language	English
prerequisites	Theories of PPE, Methods of PPE, PPE Policy Seminar 1
remarks	While all PPE students must take this course, they should still sign up for it on nestor.

84. RACISM, COLONIALISM, AND THE HISTORY OF PHILOSOPHY

code	FI194LB
objectives	<p>Upon successful completion of the course, participants should be able to:</p> <ul style="list-style-type: none"> · Understand the role of racism in the development of the philosophical canon in Europe; · More competently engage with primary and secondary philosophical sources on racism, slavery, and colonialism; · Think critically about eurocentrism in the contemporary historiography of philosophy
contents	<p>The question of race has played a crucial role in the history of philosophy. At the moment that colonialism was at its height, major modern philosophers such as Locke, Hume, and Kant developed theories about race and contributed to an emerging racist discourse. Their ideas are often appalling from a contemporary point of view. Kant, for example, wrote that ‘humanity exists in its greatest perfection in the white race’ and that ‘the Negro can be disciplined and cultivated, but is never genuinely civilised’. He further wrote that ‘Americans and Blacks cannot govern themselves. They thus serve only for slaves.’ These ideas were not only used to legitimise colonialist practices but also played a formative role in the historiography of philosophy. Overviews of the history of philosophy that were written before 1800 CE typically include Asian and African sources and often assume that philosophy originated outside Europe. In contrast, historiographers who followed Kant developed a completely Eurocentric canon of philosophy and actively wrote all Asian and African traditions out of its history. Most academic institutes of philosophy still adhere to this canon and ‘non-Western’ philosophy continues to be underrepresented in contemporary philosophical practice. In this course, we will explore the way in which philosophers have written about race and colonialism, and the way in which their ideas shaped the historiography of philosophy. The course starts with a brief introduction into the history of racism and colonialism, and a philosophical analysis of the relevant concepts. After that, we will look at historical philosophical sources that deal with the question of race, slavery, colonialism, and anti-colonialism. Next,</p>

we will focus on racism in the historiography of philosophy and its impact on the canon of philosophy. In our final class, we will discuss post-colonial and decolonial perspectives on philosophy and its future.

programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · Andrew Valls (ed.), <i>Race and Racism in Modern Philosophy</i> (ISBN: 9780801472749), ca. € 34.00
language	English
assessment	essay Essay
remarks	The course is primarily aimed at students with an interest in the history of philosophy. However, the course may also be of interest to students of other programmes, including history, development studies, and religious studies.

85. 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	<p>The course comprises an introduction to formal logic and to the theory of argumentation. In formal logic we study the following issues:</p> <ul style="list-style-type: none"> · When is an argument valid? · What is a proof? · What is a counterexample? · The theory of argumentation focuses on the following topics which are illustrated by way of actual public debates: <ul style="list-style-type: none"> · Are there different types of conflicts of opinions? · What is it to engage in a critical discussion? · Can a discussant be committed to something she did not say? · What are fallacies and what is wrong with them?
coördinator	dr. J.A. van Laar
lecturers	prof. dr. B.P. Kooi, dr. J.A. van Laar
programme	Ba Philosophy of a Specific Discipline, Minor Filosofie
phase	bachelor
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Digital reader "Argumentation"</i> · Barker-Plummer, Barwise & Etchymendy (2011) (ISBN-10: 978157586632), <i>Language, Proof and Logic</i>, second edition, CSLI Publications · (ISBN: 13: 978-1575866321)

language	English
format	lecture, seminar Lecture, seminar, workshop
assessment	written exam written exam
prerequisites	None required

86. RELATING AS EQUALS

code	FI214RE
objectives	The aim of this course is to familiarise students with the theory of justice known as relational egalitarianism. At the end of the course, students should: be able to understand relational egalitarianism as a theory of justice and how it differs from distributive theories of justice; understand central arguments for and against relational egalitarianism; be able to analyze what it takes to relate as equals in different domains, e.g. in the political sphere and in the workplace.
contents	Relational egalitarianism as a theory of justice has recently gained traction. Justice is about relations, and not distributions, relational egalitarians argue. For a society to be just, people in the society must relate as equals, as opposed to inferiors and superiors. Thus, paradigmatic relational inequalities include discrimination, domination, exploitation and racism. In this course, we will explore relational egalitarianism as a theory of justice. The course consists of two parts. The first part introduces relational egalitarianism. We will explore what it requires to relate as equals and whether it is a plausible ideal of justice. Moreover, we will critically engage with relational egalitarianism and discuss whether it is indeed different from distributive theories of justice. The second part of the course builds upon the first part by exploring what it takes to relate as equals in different domains. We will discuss the relationship between relational egalitarianism and democracy: is democracy a constituent part of relating as equals? Or does relational egalitarianism not apply to the political domain? We will also analyze the modern workplace from the point of view of relational egalitarianism. Do employers and employees relate in an inegalitarian manner? If they do, how can we make workplaces just, or at least less unjust? Finally, we will discuss what relational egalitarian justice requires when it comes to healthcare.
coördinator	dr. A. Bengtson PhD.
lecturer	dr. A. Bengtson PhD.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>A reading list will be provided before the seminar.</i> · Relating as Equals (Cambridge University Press, 2018),

Among other things, we will read chapters from Kasper Lippert-Rasmussen

language	English
assessment	essay Essay
prerequisites	Basic knowledge in moral and/or political and/or social philosophy

87. RESEARCH IN PRACTICE 1

code	FI164RP10
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.
coördinator programme	dr. H.W.A. Evers Research Master Philosophy
phase	bachelor
period	whole year
credits	10 EC
language	English

88. RESEARCH IN PRACTICE 2

code	FI1543RP2
objectives	See contents
contents	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 www.nwo.nl and downloading relevant forms (see "veni" or "PhD's in the humanities").

lecturer	prof. dr. B. Streumer, prof. dr. L.W. Nauta
programme	Research Master Philosophy
phase	bachelor
period	semester II b
credits	5 EC
language	English
remarks	5 ects: Parts A and B together

89. SOCIAL AND POLITICAL PHILOSOPHY

code	FI140SPF
objectives	<ul style="list-style-type: none"> · the ability to reason philosophically about fundamental questions in regard to politics and society · knowledge about the major paradigms of social and political thought in the Western tradition · the ability to examine and evaluate arguments in political theory · the ability to relate contemporary political issues to larger disputes in philosophy · the ability to autonomously formulate arguments for and against specific positions in political thought
contents	<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, including liberal theories of social justice, libertarianism, Marxism, and feminist theories. These approaches will be examined both as historical phenomena and in regard to their relevance to current political issues.</p>
coördinator	dr. U.T.R. Stahl
lecturer	dr. U.T.R. Stahl

programme phase	Ba Philosophy of a Specific Discipline, Minor Filosofie
period	semester I a
credits	5 EC
language	English
format	lecture Lecture
assessment	written exam Written exam

90. SOCIALE EN POLITIEKE FILOSOFIE 1

vakcode	FI141SPF1
doel	<ul style="list-style-type: none"> - De student heeft een overzicht van de centrale thema's in de geschiedenis van het westerse filosofische denken over politiek en maatschappij, van Verlichting tot en met 20e eeuw. - De student kan argumentaties in klassieke en hedendaagse teksten analyseren en met elkaar in verband brengen. - De student kan zelf kritische vragen formuleren ten aanzien van deze teksten en kan hierover met medestudenten discussiëren.
inhoud	<p>In de sociale en politieke filosofie houdt men zich bezig met fundamentele vragen over de inrichting van maatschappij en politiek. Die vragen betreffen de aard van politiek, democratie, burgerschap en rechtvaardigheid, en de plaats die macht, vrijheid, gelijkheid en rationaliteit daarin hebben. We zullen ons buigen over een reeks relevante klassieke, en ook actuele benaderingen van die kwesties.</p> <p>Het college bespreekt de zeer verschillende visies op de genoemde begrippen door de eeuwen heen, van de Verlichting tot nu. De belangrijkste politiek- en sociaal-filosofische stromingen komen aan bod, en we zullen zien hoe hedendaagse ideeën teruggrijpen op klassieke noties. Er wordt aandacht besteed aan hoe filosofische ideeën steeds ontwikkeld worden in de context van de grote maatschappelijke vragen van de tijd.</p>
coördinator	dr. J.A. Vega
docenten	dr. J.A. Vega, dr. C.E. Knowles
programma	Ba Filosofie
fase	bachelor
periode	semester II a
studielast	7.5 EC
literatuur	<ul style="list-style-type: none"> · <i>Digitale reader</i>, ca. € 9,00 · Peperstraten, F, van, <i>Samenleving ter Discussie. Een inleiding in de sociale filosofie.</i>, Coutinho (ISBN: 97890628315629), ca. € 33,00
taal	Nederlands
vorm	<p>hoorcollege, werkcollege</p> <p>Hoorcolleges (9–11 uur) en daaropvolgende werkcolleges (11–13 uur). Er is een aanwezigheidsverplichting van 80% voor de werkcolleges. Van studenten wordt actieve voorbereiding van en inbreng in de colleges verwacht.</p>

opm leder 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.

91. SOCIAL AND POLITICAL PHILOSOPHY 2

code FI202SPF2

objectives

- Gaining insight into central political and social philosophical positions and themes.
- Ability to analyse differences and connections between these positions and the concepts they employ.
- Learning to grasp and interpret contemporary political- and social-philosophical texts.
- Ability to relate the philosophical positions and themes to debates in the public sphere.

contents This course offers an overview of the most important positions in contemporary social and political philosophy. These fields deal with theories about the character and justification of societal arrangements. Central questions are for instance the following. What concepts of freedom and equality can be formulated? How may we conceive of social justice? Which notions exist of the interactions between individual and society, and the obligations these carry? How does the 'politicisation' of identities relate to rights and social justice? What importance do politics and citizenship still possess in these 'lifestyle' oriented times?

We will discuss liberalism, libertarianism, republicanism, marxism, communitarianism, multiculturalism, recognition theory, deliberative theory and postfoundationalism. You will become acquainted with specific debates, as on: the differences between liberal, deliberative and agonistic democracy; how to relate market and state; the connections between citizenship, nationalism and global justice; the various forms of multiculturalism.

coördinator dr. J.A. Vega

lecturers dr. J.A. Vega, prof. dr. L.M. Herzog

programme Ba Philosophy

phase bachelor

period semester II b

credits 7 EC

literature

- *Digital reader with texts by Rawls, Dworkin, Nozick, Marx, Althusser, Sandel, Arendt, Pettit, Habermas, Benhabib, Fraser, Mouffe, a.o.*
- *Digitale reader met teksten van Rawls, Dworkin, Nozick, Marx, Althusser, Sandel, Arendt, Pettit, Habermas, Benhabib, Fraser, Mouffe, e.a., ca. € 9.00*
- New York: Routledge, 2017, John Christman, *Social and Political Philosophy. A Contemporary Introduction, second revised edition.*

language English and Dutch

format	lecture, seminar Lectures and seminars with active student participation; self-study
prerequisites	Social and Political Philosophy 1 or comparable previous knowledge
remarks	The course consists of two periods of 3 weeks, each with two days of 4 hour sessions One half of the course is taught in English, one half in Dutch.

92. SOCIAL EPISTEMOLOGY OF SCIENCE

code	FI214SE
objectives	This course will help you develop the following: <ul style="list-style-type: none"> • articulate knowledge about central problems in the social epistemology of science. • 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. • practice to produce original philosophical research.
contents	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. In this course, we focus on one of the most interesting epistemic systems: the institution of science. The course will cover <ol style="list-style-type: none"> (1) the role of scientists' values in (different notions of) scientific objectivity, (2) the role of trust and expertise in science and the public, (3) the reward system of science and its effects on epistemic progress and (4) the epistemic effectivity of different publication practices.
coördinator	dr. C.F. Romero
lecturer	dr. C.F. Romero
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester II b
credits	5 EC
literature	· <i>All the required readings will be available in Student Portal.</i>
language	Dutch

93. SOCIAL PHENOMENOLOGY

code	FI194CK
objectives	The aim of this course is to introduce students to key texts, concepts, debates and arguments in the phenomenological tradition relating to issues of sociality. Students will explore phenomeno-

	logical understandings of the self, the Other, the social world, relationality and interpersonal relationships, in both classical and contemporary phenomenological contexts. By the end of the course, students will have gained a grounding in social phenomenology and will be able to compare, evaluate and critically assess differing phenomenological approaches and insights relating to core social concepts and social and relational issues.
contents	This course uses Martin Heidegger's <i>Being and Time</i> to explore classical phenomenological understandings of the self, the world, self-Other relations, the social world and ideas of freedom. It then examines these insights in relation to contemporary texts in 'social phenomenology' i.e. phenomenological work focusing on issues of society, relationality, power and oppression. Contemporary phenomenological texts explore issues such as queer phenomenology, the phenomenology of gender, race and ethnicity, and the ideas of world building and world travelling as political concepts.
coördinator	dr. C.E. Knowles
lecturer	dr. C.E. Knowles
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Research Master Philosophy
phase	master
period	semester I a
credits	5 EC
literature	<ul style="list-style-type: none"> · trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, Martin Heidegger's <i>Being and Time</i> · <i>Other texts will be made available online or will be accessible as e-books through the library catalogue</i>
language	English
prerequisites	It is expected that students will have a prior background in philosophy or a related humanities or theoretical social science subject e.g. political theory, so that they are used to reading complex theoretical texts.
remarks	It is advisable to purchase a copy of Martin Heidegger's <i>Being and Time</i> trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, as this will be used throughout the course.

94. TERM ABROAD

code	FI0441TRAI
programme	Research Master Philosophy
phase	master
period	semester I
credits	30 EC
language	English

95. THE PHILOSOPHY OF DAVID HUME: EPISTEMOLOGY, ETHICS, AND RELIGION

code	FI213LN
objectives	<ul style="list-style-type: none"> · to critically engage with an early-modern text

	<ul style="list-style-type: none"> · to compare and evaluate different interpretations of Hume's ideas · to assess the importance of Hume's wider philosophical system for his epistemology and moral theory · to apply knowledge of Hume's intellectual context to the interpretation of his arguments
contents	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.
coördinator	prof. dr. L.W. Nauta
lecturer	prof. dr. L.W. Nauta
programme	Ba Philosophy
phase	bachelor
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>article/chapters to be announced</i> · the standard edition is P.H. Nidditch, or the critical one by T. Beauchamp), David Hume, <i>Enquiry concerning Human Understanding and the Principles of Morals</i>
language	English

96. THEORIES OF PHILOSOPHY, POLITICS AND ECONOMICS

code	FI184PPET
objectives	To develop an interdisciplinary perspective on liberal democracy. To be able to apply these to contemporary problems using insights from economics, political science and philosophy.
contents	Liberal democracies are characterized by political institutions such as the state, citizenship and elections and by economic institutions including property, money and the market. This course examines what institutions are as well as how they should be structured in order to secure liberal values such as equality, freedom and autonomy. To this end, it employs insights from philosophy, political science and economics.
coördinator	prof. dr. F.A. Hindriks
lecturer	prof. dr. F.A. Hindriks
programme	Msc Philosophy, Politics and Economics
phase	master

period	semester I a
credits	5 EC
literature	<i>Papers</i>
language	English

97. TUTORIAL 1

code	FIITUT1
contents	The tutorials cover set subjects: members of staff provide reading lists on set subjects covering a range of scientific fields. Where possible, tutorials are given by a member of staff other than the student's own thesis supervisor. Five hours of supervision are reserved for tutorials, which conclude with a paper. Refer to the handbook for a list of possible tutorial supervisors.
programme phase	Ma Philosophy, Science and Humanities
period	whole year
credits	5 EC
language	Dutch

98. TUTORIAL 2

code	FIITUT2
contents	The tutorials cover set subjects: members of staff provide reading lists on set subjects covering a range of scientific fields. Where possible, tutorials are given by a member of staff other than the student's own thesis supervisor. Five hours of supervision are reserved for tutorials, which conclude with a paper. Refer to the handbook for a list of possible tutorial supervisors.
programme phase	Ma Philosophy, Science and Humanities
period	whole year
credits	5 EC
language	Dutch

99. WITTGENSTEIN'S PHILOSOPHICAL INVESTIGATIONS

code	FI214WI
objectives	<ul style="list-style-type: none"> - introduction to Wittgenstein's philosophy - reading and discussing Wittgenstein's philosophy in context and in relation to secondary literature - working on philosophical ideas with a Wittgensteinian background
contents	<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.</p> <p>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</p>

	thinking should also be explored in order to test our own philosophical ideas.
coördinator	prof. dr. M. Lenz
lecturer	prof. dr. M. Lenz
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Research Master Philosophy
phase	master
period	semester I b
credits	5 EC
language	English