Mailing Address
Radboud University Nijmegen
Faculty of Philosophy, Theology and Religious Studies
P.O. Box 9103
6500 HD Nijmegen
The Netherlands

Internet
http://www.ru.nl/philosophy

Reception
Erasmusplein 1, 6525 HT Nijmegen, 15th Floor, room E. 15.30
Phone: +(31) (0) 24-361 21 68
Fax: + (31) (0) 24-361 55 64
Email: receptie@unie.ru.nl

International Office
Ms. Godelief de Jong M.A.
Erasmusplein 1, 15th Floor, room E. 15.25
Phone: +(31) (0) 24-361 27 37
Fax: +(31) (0) 24-361 18 02
Email: g.dejong@unie.ru.nl

Preface

The Department of Philosophy offers four programmes, of which the Research Master in Philosophy is the only one that is offered in English and which aims at an international student population. For this reason, this programme deserves its own Course Guide.
In this Course Guide, you will find essentially two things: first, a description of the overall structure of the Research Master programme (including all of its elements from admissions to the degree ceremony), and second, the courses offered in this programme for the academic year 2011-2012.

The Faculty wishes you a successful academic year!

Dr. Jeroen Linssen, Director of Education,
Faculty of Philosophy, Theology and Religious Studies

Dr. Carla Rita Palmerino, Coordinator, Research Master,
Faculty of Philosophy, Theology and Religious Studies

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1 General Description of the Programme

1.1 Introduction

Why Obtain a Research Master Degree in Philosophy?

Philosophy has a unique role within contemporary society. Unlike other academic disciplines, its subject matter is not limited to one set of questions, or one domain of investigation. Philosophers poke their noses into all aspects of science and society: they investigate our understanding of the political, analyse the assumptions built into everyday language, propose ethical guidelines, question the implicit metaphysical premises of theories in the natural sciences and try to place today's competing world views within the framework of traditional philosophical conceptions of the world.

Philosophers don't do all of this because they know more than specialists in other fields. On the contrary, in each specific field, they probably know less than the specialist. But ideally, they possess two skills and two qualities that enable them to make an important contribution nonetheless. The two skills are, on the one hand, an ability to analyse complex issues logically and conceptually and, on the other, an ability to document their conclusions in clear and persuasive language. And the two qualities that philosophers must possess are curiosity, on the one hand, and scepticism vis-à-vis all claims that they haven't examined themselves, on the other.

Such skills are not innate. They require intensive training. The Research Master programme in Philosophy constitutes the first professional step towards the acquisition of these skills.

1.2 Short Description of the Research Master Programme

The international Research Master in Philosophy is a two-year programme, which is jointly offered by the Department of Philosophy of the Radboud University of Nijmegen and the Department of Philosophy of the University of Tilburg. In the 2010 Accreditation Rapport (by the VNAO), this programme was highly praised and it was also described as the Netherlands' most international programme in Philosophy. In 2011, it received the "Internationaliseringsprijs" of the Radboud University Nijmegen.

The programme is designed for international and Dutch students who wish to specialise in their chosen field of philosophical research and to acquire the skills that are necessary either for a PhD trajectory or for a career in a profession in which research qualities are of importance.

To this end, the Research Master programme is set up so as to offer to each student the possibility to specialise in his or her chosen domain (which happens in the seminars at the Master and Research Master level) and to develop methodological and academic skills (which happens in the so-called "Methods seminar" as well as in the components "Academic writing" and "Oral presentation"). Each student completes his study with a final assignment, which is

composed of a publishable research article and of a research proposal (which might serve as the starting point of a PhD trajectory).

In comparison with similar programmes in the Netherlands and abroad, the Nijmegen-Tilburg Research Master in Philosophy has the following advantages:

- It has the broadest range of possible specialisations;
- it has the largest number of faculty members and therefore of potential advisors;
- it guarantees small classes and direct supervision that is tailored to the student's research project.

1.3 Specialisations

The Department of Philosophy at Radboud University Nijmegen offers the entire range of philosophical disciplines. However, students enrolling in the Research Master programme are expected to choose a specialisation that is linked to one of the following research programmes:

- Metaphysics and Epistemology

The research programme *Metaphysics and Epistemology* focuses on the development of the hermeneutic tradition -- key figures being Schleiermacher, Dilthey, Heidegger, Gadamer, Ricoeur and Derrida.

- Philosophical Anthropology

The research programme *Philosophical Anthropology* studies the philosophical significance of psychoanalytical hermeneutics as developed by Freud and followers (Lacan, Klein, et. al.). Research focuses in particular on the phenomenological tradition (Sartre, Merleau-Ponty, Deleuze and Butler).

- Philosophical Ethics

The research programme *Philosophical Ethics* investigates the moral implications of human actions from the point of view of virtue ethics (Aristotle, MacIntyre), phenomenology (Heidegger, Levinas) and hermeneutics (Gadamer, Ricoeur). This section also runs an international Nietzsche research project.

- Social and Political Philosophy

The research programme *Social and Political Philosophy* studies 'the political' as an essential but conflict-ridden aspect of the human condition, and politics as a way of coping with this. Spinoza, Hobbes, Kant, Schmitt, Arendt, Zizek and Foucault are central figures in this specialisation.

- Philosophy of Language and Logic

The research programme *Philosophy of Language and Logic* involves the study of linguistic expressions such as words, sentences, texts and dialogues, where the emphasis is on the context in which these expressions are being interpreted.

- Philosophy of Mind

The research programme *Philosophy of Mind and Science* studies problems such as mental causation, phenomenal consciousness and the nature of mental state attribution from the viewpoint of neurophenomenology and the embodied embedded cognition paradigm.

- History of Philosophy

The research programme *History of Philosophy* explores the development of natural philosophy and metaphysics from the late Middle Ages to early modern and modern times, and it investigates in particular the emancipation of the sciences of psychology and physics from philosophy.

More information about these seven research programmes can be found at:
http://www.ru.nl/master/philosophy/specializations/

1.4 Short Description of the Structure of the Programme

The programme is structured as follows:

First year (60 EC)

- A two-semester seminar on research methodologies (24 EC)
- Two Research Master seminars in your area of specialisation (18 EC)
- A regular Master seminar of your own choice (9 EC)
- A Research Master seminar of your own choice (9 EC)

Second Year (60 EC)

- A Research Master seminar in your area of specialisation (9 EC)
- A regular Master seminar of your own choice (9 EC)
- A Research Essay (9 EC)
- Training in academic skills (3 EC)
- A Research Master thesis (30 EC)

Note that if you already have an MA degree in philosophy, you can apply for a waiver; depending on your previous course work, you may even be allowed to enter directly into the second year of this programme. (See below, §1.5)

1.5   Admission Criteria

Candidates seeking admission to the programme must meet the following criteria:
- They must possess an internationally recognized BA or MA in philosophy;
- their weighed grade-point average in philosophy in the 2nd and 3rd year of their Bachelors degree studies must be the equivalent of 7.5 or more (on the Dutch scale of 10);
- their BA thesis must have received the equivalent of a grade of 8 or more (on the Dutch scale of 10);
- they must be able to demonstrate to the Examination Board that they have serious research interests and skills;
- their oral and written command of English must be sufficiently high to allow for academic work. They must either have obtained a higher diploma from an English-teaching institution or have scored 577 or higher in the paper-based version of the TOEFL language exam. (See also OER, art. 4.1)

Note that if you already have a regular Master degree in philosophy, or a Dutch *doctoraalexamen*, you will receive a waiver for some of these requirements.

For candidates possessing a one-year Master degree in philosophy, the admissions criteria are:

- Their weighed grade-point average in philosophy of their Master programme studies must be the equivalent of 7.5 or more (on the Dutch scale of 10);
- their MA thesis must have received the equivalent of a grade of 8 or more (on the Dutch scale of 10);
- they must be able to demonstrate to the Examination Board that they have serious research interests and skills;
- their oral and written command of English must be sufficiently high to allow for academic work. They must either have obtained a higher diploma from an English-teaching institution or have scored 577 or higher in the paper-based version of the TOEFL language exam. (See also OER, art. 4.1)

Under certain circumstances, the Examination Board will give permission to a student to be admitted to the courses of the Research Master programme (but *not* to the programme itself) even before having received the BA diploma. Such exceptions are possible in the case of students who lack less than 21 EC and who are able to obtain these credits within the first semester of their Research Master programme; they are also possible in the case of students whose bachelor thesis has been submitted but has not yet received a grade. Students who wish to finish their BA thesis during their first semester of the Research Master programme are strongly advised not to attempt to do so, as the study load of the Research Master is considerable. (See also OER, art. 4.3). Note that it is not possible under any circumstances to obtain an MA degree without having first obtained the BA degree.

1.6   Admission Procedures, Deadlines and Scholarships

You can enter the Research Master programme either in the autumn semester (September) or in the spring (February). Make sure you apply by 1 June at the latest if you wish to be admitted in September, and by 1 December at the latest, if you wish to be admitted in February. Candidates applying for fellowships and visas and seeking housing in Nijmegen must start their application procedures several months earlier. Note that for non-European overseas students, there exist special Radboud Scholarships.

Students wishing to be admitted to the Research Master programme are asked to contact both Dr. Carla Rita Palmerino (cpalmerino@phil.ru.nl), the coordinator of the programme, and the professor under whose guidance they wish to specialise.

For admission, they need to submit a variety of documents:

- A letter of motivation, explaining the reasons for wishing to enroll in the programme and the area of specialisation;
- a curriculum vitae;
- a certified copy of their BA diploma (or equivalent) and of the academic record listing the philosophy courses taken and the credits and grades obtained for them;
- a certified diploma or equivalent documenting English skills at the level required by the programme.

As a part of the admissions procedure, students will be asked to compile a study programme together with their future supervisor. This programme needs to be approved by the Examination Board. (See also OER, art. 2.1).

Admission will be granted once (i) a supervisor has been found for the candidate; (ii) the Examination Board has given clearance; and (iii) the Advisory Council for the Research Master has advised in favour of admission. The Advisory Council is composed of the programme coordinator (Dr. C.R. Palmerino), the director of research (Prof. P.J.J..M. Bakker) and the director of education (Dr. J.A.A. Linssen).

1.7   Sections and Section Chairs

As mentioned in §1.3, above, each research master student must choose a specialisation and formally falls under the responsibility of one of the following professors:

- Philosophy of Language and Logic (Dr. B. Geurts)
- Philosophy of Mind (Prof. M.V.P. Slors)
- Metaphysics and Epistemology (Prof. B.H. Vedder)
- Philosophical Anthropology (Prof. P.I.M.M. Van Haute)
- Philosophical Ethics (Prof. P.J.M. van Tongeren)

- Social and Political Philosophy (Prof. E. van der Zweerde, Prof. J.-P. Wils)
- History of Philosophy and Science (Prof. C.H. Lüthy)

1.8   Description of the Course Work

The total study load of the Research Master programme amounts to 120 EC. The programme is composed of the following four components:

- *Methods and Skills* (24 + 3 EC). The course *Philosophical Research: Methods and Skills* (24 EC) , which is mandatory for all first-year Research Master students, runs through the entire first year, whereby the first semester is in 2011-2012 taught at Tilburg and the second semester at Nijmegen. This course trains the following skills: methodological perspectives on philosophical texts; the writing of research articles and proposals; and academic writing and oral presentation (see §2.1, below). The second year includes as a component *Academic Skills* (3 EC), which can consist of further linguistic education, editorial work, the co-organization of a conference, an internship at a research institute etc. Students are required to plan this component together with their supervisor and the programme coordinator (see §2.1, below).
- *Master Seminars* (2x9 EC). In the first year of the Research Master programme, the student will follow two seminars from the regular one-year Master programme in Nijmegen or Tilburg. Only one of them must be in the student's area of specialisation. Note that oftentimes, these regular Master seminars only offer 6 EC. In such cases, the student will be asked to do additional work (presentations, research, study of literature, etc.) to obtain 3 extra credits. For a list of the Master seminars offered in the academic year 2011-2012, see below, §2.2.
- *Research Master Seminars* (4x9 EC). In the two years of the Research Master programme, students will follow four Research seminars, three of which must be given by the section in which the student is enrolled. This is the framework within which students will be introduced to the academic research done in their chosen field of specialisation. Typically, in these seminars, specialists discuss their work and that of colleagues, invited lecturers present their research, and advanced students, including the Research Master students themselves, will be able to present their work-in-progress. For a list of the Research Master seminars offered in the academic year 2011-2012, see below, §2.3.
- *Research Paper and Research Master Thesis* (39 EC). These components are directly linked to the student's own research. At the beginning of the second year, students are expected to write a research paper for an equivalent of 9 EC. This research paper constitutes a first step towards the Master thesis and typically consists of an analysis of the relevant primary and secondary literature, establishing the *status quaestionis* in the domain in which the thesis will be written. The Research Master thesis, in turn, is composed of two elements, namely a publishable article (20 EC) and a research proposal (10 EC). The criteria for these two elements are specified in detail below, in §2.4.

Shown schematically, the two years of the Research Master programme will be structured as follows:

1st semester
Methods and Skills (12EC)
Master Seminar (9 EC)
Research Seminar (9 EC)

2nd semester
Methods and Skills (12EC)
Research Seminar (9EC)
Additional Research Seminar (9 EC)

3rd semester
Research seminar (9EC)
Research paper (9 EC)
Master seminar (9 EC)
Academic Skills (3 EC)

4th semester
Master thesis (30 EC)

1.9 Examination and Degree Ceremony

Once the student has completed all required course work and is within reach of submitting the two parts of his or her thesis, a jury of examiners will be appointed. For details, see below, §2.5. Once the jury deems the submitted work of sufficient quality to merit the conferral of an MA diploma, a date for the thesis defense and the degree ceremony will be set.

The defense of the thesis and the subsequent conferral of the diploma take place in a public ceremony. If the thesis is successfully defended, the student will receive an MA diploma (with a supplement explaining that this diploma is equivalent to the MPhil degree awarded in a number of Anglophone countries). For the predicates that are awarded to good students, see below, §2.5.

1.10 Further Assistance and Help

Students in difficulties will, in the first instance, contact their personal academic supervisor; the programme coordinator (Dr. Carla Rita Palmerino); or the study advisor (Dr. Willem van der Kuijlen). However, help is also being offered at the university level. We wish to bring to your attention the following institutions.

Office of Student Counsellors

The Office of Student Counsellors is specialised in advising and stimulating students to solve their problems by looking for the right decisions. Needless to say, any conversation you might have with one of the counsellors is strictly confidential.

Student Counsellors' Office
Opening hours: Mondays-Fridays: 10 A.M.-5 P.M
Tel.: +31 24 361 23 45
Fax: +31 24 361 55 47
E-mail: balie@dsz.ru.nl

Psychologists' and Tutors' Office

Some problems can be of such a nature that the members of the *Office of Student Counsellors* will advise you to turn to the Students' Psychologists for a solution, either with respect to personal problems that impair your studies, or with respect to specific psychological problems directly related to them, e.g., fear of examinations. You can also turn to the psychologists at your own impulse. If you feel an unpleasant psychological burden, our advise is not to wait too long! It is better to go in vain than to worsen your situation by not going. The tutor also organises sessions and courses to improve study skills such as preparing for examinations, addressing groups, writing papers, etc. If you think you need to see a psychologist or a tutor, don't hesitate to call.

Psychologists' and Tutors' Office
Opening hours: Mondays-Fridays: 10 A.M.- 5 P.M.
Tel.: +31 24 361 23 45
Fax: +31 24 361 55 47
E-mail: balie@dsz.ru.nl

Grievances Office
Sexual or social harassment encompasses a whole range of behavioral patterns capable of spoiling your studies, ranging from nasty jokes and looks to threats or physical violence. If you think you have reason to complain, you should take action. The University Board has appointed a confidential agent for students who are confronted with sexual or social harassment. This person will listen to your complaint, give advice and, if necessary, help you to take action. Your discussion will be confidential, and action will only be taken if and when you give your permission. If no solution is found, an official complaint can eventually be submitted to the Complaints Commission of the University.

Person of trust for sexual or social harassment
Mrs. Drs. R. Stuut
Tel.: +31 24 361 23 45
E-mail: r.stuut@dsz.ru.nl

2 Programme for the Academic Year 2011-2012

2.1 Methods and Skills (24 + 3 EC)

Philosophical Research: Methods and Skills (2 x 12 = 24 EC)

Course ID	FIRM16
Credits	24 ec
Lecturer	Prof. C.H. Lüthy
Contents	This year-long course, which is mandatory for all first-year Research Master students, aims to develop the following methodological, academic and presentational skills:

Familiarity with the specific methodological tools used in the various philosophical disciplines. Awareness of methodology is trained by means of a collective reading of concise key texts, the formulation of answers to questions with respect to these, and debates about possible answers between representatives of different philosophical disciplines.

A broad understanding of the state of the art of the specialisation in which the student is enrolled. Such an understanding is acquired by each student separately, by means of a personal research project that will be presented to the class in the final meetings of the semester.

An introduction to the art of writing academic articles and research proposals. This art is trained in meetings in which second-year Research Master students or staff members subject drafts of their articles or research proposals to the judgment of the class participants.

Training in academic writing and in oral presentation of research results. These skills are trained in specific meetings, with the additional help of linguistic and pedagogical experts.

This course takes place throughout the entire academic year, on each Wednesday afternoon from 13:45h to 17:30h.

In the academic year 2011-2012, the first semester will be given in Tilburg, by Dr. Reinhard Muskens (r.a.muskens@uvt.nl), and the second semester in Nijmegen, by Professor Christoph Lüthy (luethy@phil.ru.nl), with the assistance of the language teacher, Dr. Donna Scarlett (d.scarlett@let.ru.nl).

Academic Skills (3 EC)

Course ID	FIRM12
Credits	3 ec
Contents	In the second year of the Research Master, 3 EC are scheduled in for academic skills, which students can fill in according to personal needs. Students are asked to plan well ahead of time this

component, which can consist of further linguistic education, editorial work, the co-organization of a conference, an internship at a research institute, etc. The choice of this personalized skills training is made by the Research Master student jointly with his or her supervisor and the programme coordinator.

2.2 Master Seminars (2 x 9 EC)

Research Master students are asked to choose their required two Master seminars from the list of regular Master courses offered at Nijmegen's Faculty of Philosophy or at Tilburg's Department of Philosophy. At least one of these courses must fall within the scope of the student's area of specialisation, the other can be freely chosen. Students are asked to submit their choice of seminars to the approval of their supervisor.

The following English-taught Master seminars will be offered at Nijmegen in the academic year 2011-2012 (for Dutch Master seminars, see the website www.ru.nl/filosofie).

History of Philosophy
The History of Social Cognition: Wittgenstein and Merleau-Ponty

Course ID	FIME01
Credits	9 ec
Lecturers	Dr. C.H. Leijenhorst, Drs. S. Stuur
Teaching method	Seminar.
Examination	Paper.
Objectives	Knowledge of the historical background of the social cognition debate. Ability to write an individual paper that deals with related questions.
Contents	This seminar will deal with the question of social cognition. On what basis and through which means do we ascribe mental states to others? How do we predict behaviour of others? In this seminar we will study two sets of texts by 20th-century authors that have had a great influence on contemporary debates on these questions, namely Ludwig Wittgenstein and Maurice Merleau-Ponty. In the case of Wittgenstein we will largely, though not exclusively, deal with the passages from his "Philosophical Investigations" that discuss the so-called "other minds problem". In the case of Merleau-Ponty we will read texts in which he explores the phenomenology of situated, embodied knowledge of the world and of other human beings. Wittgenstein and Merleau-Ponty are typical representatives of resp. the analytical and continental traditions. In this seminar we will also try to compare their views from the standpoint of the analytical / continental distinction. Is the rift between the two traditions really as big as has often been maintained? Students who follow this seminar are strongly advised to follow the master seminar by Prof. Marc Slors on social cognition as well, since this seminar will deal with the

historical background of the contemporary debates on social
cognition that Prof. Slors will go into.

Literature	Texts will be distributed. All texts will be in English.
Extra information	This course will be given in English.

Philosophy of Mind

Theories of Mind and Social Cognition

Course ID	FIME07
Credits	9 ec
Lecturer	Prof. M.V.P. Slors
Teaching method	Lectures, classroom discussion, student presentations.
Examination	Paper.
Prerequisites	Bachelors degree in philosophy, psychology and/or cognitive neuroscience.
Objectives	This course aim to provide students with a thorough understanding of the philosophical background of the so-called 'theories of mind' debate. Furthermore it aims to provide students with insight in the dialectic interplay between philosophical theorizing and neuroscientific experimenting.
Contents	The behaviour of others would be incomprehensible and unpredictable without our ability to ascribe beliefs, desires, emotions, values, etc. i.e. states in terms of which we understand our own behaviour. But through what kind of procedure do we attribute such states to others? After all, we do not seem to have direct access to other minds. What we perceive of others is 'mere' behaviour. From 1986 onwards this question has been discussed within the so-called 'theories of mind debate.' In it there are two main groups of answers (a third is currently beginning to emerge). 'Theory theories' claim that when attributing beliefs and desires to others we implicitly or explicitly apply a *theory* usually referred to as 'folk-psychology'. That is, we use *knowledge* about minds and minded agency. By contrast, 'simulation theories' assume that rather than knowledge we use our own minds by putting ourselves in the others' shoes, and attributing to others what we would do or think should we be in their mental and physical circumstances. The difference between theory theories and simulation theories is reminiscent of the older *erklären/verstehen* distinction. While the debate used to be devoted entirely to the question whether simulationism (ST), theory theory (TT) or some mix of the two is the correct approach to mental state ascription, recently another issue is being put on the agenda: what exactly is it we ascribe when we ascribe mental states or minds? The first half of the course will be concerned with the ST/TT issue. In the second half, the question of what exactly it is we attribute to others (or ourselves for that matter) when we ascribe mental states will surface as well. Students who take this course are advised to consider taking the master course on history of philosophy as well, since that will cover the history of the problem discussed in this course.

Literature	• A bibliography will be provided before the start of the course on Blackboard.

Philosophy of Language
Wittgenstein and the Birth of Semantics

Course ID	FIME04
Credits	9 ec
Lecturer	Dr. J. van der Does
Examination	2 papers.
Contents	The graphic novel 'Logicomix' (2009, Bloomsbury, London) visualises the search for foundations of mathematics in the decades round about 1900. This involved major thinkers such as Cantor, Frege, Peano, Russell, Hilbert, Poincaré, Wittgenstein, Gödel, ... Interestingly, the quest not only focused on concepts and structures of numbers. The paradoxes that surfaced along the way forced philosophers and mathematicians to rethink the means we have for description and reasoning. Thus a more formal approach to the semantics of everyday language was born.
	This seminar is about the shift toward logico-linguistic concerns as it can be found in the work of Frege, Russell, and the early Wittgenstein. These philosophers opened up new perspectives on the nature of propositions; the type, intension and extension of their constituents; the nature of logic; the nature of names, definite descriptions and quantifiers; the nature of propositional attitudes, and so on, and these perspectives differ in fascinating ways.
	I will pay special attention to Wittgenstein's 'Tractatus Logico-Philosophicus' (www.tractatus.nl), whose so-called 'symbolic turn' gave the essentials of language center stage. Wittgenstein broadened his philosophy into a profound view on how our life relates to the world and to the ethical problem it poses. This bond between logic, semantics, and ethics is also the topic of my book, 'Passed over in Silence' (2011).
	After a general overview, I will discuss some main topics of the emerging logico-linguistic approach, both from a philosophical and a more formal point of view. 'Logicomix' strongly suggests that such foundational studies can be fatal to your mental health. At the end of the seminar you will know what this suggestion is worth.
Literature	To be announced.

Philosophy of Religion
Heidegger's Philosophy of Religion

Course ID	MTH109
Credits	9 ec
Lecturer	Dr. G.A.J. Steunebrink
Teaching method	12 Lectures and text reading.

Examination   Written paper.
Prerequisites   Bachelor degree in Philosophy, Religious Studies or Theology.
Objectives   The knowledge of the fundamental issues of the philosophy of
                     religion in Heidegger's Philosophy.
Contents   In this course we analyze the difficult, but thrilling relation between
                     philosophy and religion in general and between philosophy and
                     christian faith in particular. The first part of the course focusses on
                     the attitude of pre-modern, Greek and Hellenistic philosophy towards
                     religion(s) in general, its criticism of religion and on the question how
                     christianity dealt with with this philosophy. We will elaborate
                     especially on Plato, Stoicism and the church fathers. Attention will be
                     paid to the question how Christianity as 'christian philosophy' could
                     be an effective rival of (Hellenistic) philosophy. What did it have to
                     offer? What had philosophy to offer to Christianity? Which synthesis
                     between faith and knowledge and which attitude of Christianity
                     towards non-christian religions was the fruit of this encounter
                     between religion and philosophy? In the second part of this course we
                     shall analyze the decay of this synthesis in modern times. Because of
                     the religious wars and of the discovery of the non-christian religions
                     outside Europe, a new opposition arose between philosophy, religion
                     and Christianity. Special attention will be paid to the new synthesis
                     that the philosopher Hegel tried to establish between philosophy,
                     religion(s) and Christianity.
Literature   - Ben Vedder, *Heidegger's Philosophy of Religion, From God to the
                     Gods*, Duquesne University Press, 2007.
                     - Reader with basic texts of Heidegger.

2.3   Research Seminars (4 x 9 EC)

Metaphysics (Research Seminar) 1
Hermeneutics and the Thinking of the Event
Course ID   FIRM02
Credits   9 ec
Lecturers   Prof. B.H. Vedder, Drs. A. Parapuf
Teaching method   Introductory presentations, collective text reading, discussions, final
                     paper.
                     Students are required to read carefully the text in preparation to each
                     meeting and formulate their questions. One of the students will give
                     the introduction of the text scheduled for that day. The same student
                     will also chair the meeting and select passages for close reading. Each
                     student is expected to give one or more introductions during the
                     seminar, depending on the number of participants. The other students
                     hand in a summary of the previous meeting. Each meeting will start
                     with a brief discussion of the summaries and questions concerning the
                     previous meeting. Please use these summaries as a way of deepening
                     the material of the last time!

At the end of the course, each student writes a paper on a topic related to the seminar of approximately 4500 words. This paper should discuss at least five pieces of secondary literature (articles, chapters from books, etc.).

Objectives
- Students will be introduced to the origins of one of the most-debated topics in continental philosophy: the issue of the event;
- Students will be able to explain and analyse the main similarities and differences between Heidegger's early fundamental ontology and his later thinking of the event;
- Students will be able to critically engage and assess Heidegger's proposal.

Contents
In the Fall Semester 2011, we will study Heidegger's later philosophical project, known as the thinking of the event. The main goal is to trace the presence of hermeneutic aspects in this thinking and compare it with his account of hermeneutics from *Being and Time*. The main questions that will guide the seminar are: How does the later Heidegger conceive the relation between being and thinking? What are the major changes in comparison with his project of a fundamental ontology developed in *Being and Time*? Is there still any place left for hermeneutics and phenomenology at this later stage? Can we draw any relevant consequences from these texts that help us better understand Heidegger's earlier interest in fundamental ontology? Is the thinking of the event a continuation of his earlier ontology, or does he take distance from that?

In the first two meetings we will discuss two short texts of Heidegger: *Logos*, (Heraclitus, Fragment 50) and *Moira*, (Parmenides VIII, 34-41). While being both representative for his later thinking, these texts employ concepts which belong to his earlier hermeneutic philosophy. In this way we can trace the transformations that take place from his early philosophy to his later thinking. This first two meetings are meant to give the student a sense of the framework in which the later thinking of Heidegger develops. In the rest of the course, we will concentrate on an in-depth reading of his second major work - *Contributions to Philosophy* (*From Enowning*). We will again pay attention to the similarities and differences with respect to *Being and Time*.

Literature
Primary literature:
- M. Heidegger, *Early Greek Thinking*, English translation by David Farrell Krell and Frank A. Capuzzi, Harper & Row Publishers, 1984;
- M. Heidegger, *Contributions to Philosophy (From Enowning)*, English Translation by Parvis Emad and Kenneth Maly, Indiana University Press, Bloomington & Indianapolis, 1999.

Recommended secondary literature:
- Friedrich-Wilhelm von Herrmann, *Wege ins Ereignis*, *Zu Heideggers "Beiträgen zur Philosophie"*, Frankfurt am Main: Klostermann, 1994;
- Richard Polt, *The Emergency of Being: On Heidegger's "Contributions to Philosophy,"* Ithaca, NY: Cornell University Press, 2006;
- Ch.Scott, S. M. Schoenbohm, D. Vallega-Neu, and A. Vallega, *Companion to Heidegger's "Contribution to Philosophy,"* Indiana University Press, 2001;
- Daniela Vallega-Neu, *Heidegger's "Contributions to Philosophy." An Introduction*, Indiana University Press, 2003.

Philosophical Anthropology (Research Seminar) 1
Introduction to the Anthropology of Karl Marx

Course ID	FIRM05A
Credits	9 ec
Lecturer	Prof. P.I.M.M. Van Haute
Teaching method	The course will have a seminar format with the following requirements:

- Students have to sign up for two presentations on the assigned literature;
- Students have to write and present two short discussion papers related to the topics and/or literature of the seminar;
- A short final paper in which a specific problem related to the material discussed in the seminar is explored.

Examination	Presentations, discussion papers, final paper.
Prerequisites	BA philosophy.
Objectives	In-depth knowledge of the "German Ideology".
Contents	We will read Marx' "German Ideology" and some texts of Hegel (e.g. the master-slave dialectics) that allow to put Marx' philosophy of labor into perspective. We will focus in particular on the relation between Marx' concept of labor and that of Hegel.
Literature	

- K. Marx, *The German Ideology/ Die Deutsche Ideologie*, Marx Werke 2, p. 1-100;
- Depending on which approach(es) will be chosen, and in consultation with the participating students, a more detailed reading list will be assembled at the beginning of the seminar.

Philosophical Ethics (Research Seminar) 1
Ethics Forum

Course ID	FIRM06
Credits	9 ec
Lecturers	Prof. P.J.M. van Tongeren, Dr. M.J. Becker, Dr. C. Bremmers
Teaching method	Presentations, discussions, writing reports and reviews.
Examination	See below.

Prerequisites	RMA-students. Others who are interested may contact pvtongeren@phil.ru.nl.
Objectives	To take part in the work of a research group, become informed about topical discussions in ethics, and to become skilled in participating in scholarly discussions on topics in the relevant field.
Contents	In Philosophical Ethics you investigate the moral implications of human actions from the point of view of virtue ethics (Aristotle, MacIntyre), existential phenomenology (Heidegger, Levinas, a.o.) and hermeneutics (Gadamer, Ricoeur). This section also runs an international Nietzsche research project and an international research-colloquium on Phenomenology, Poetics and Ethics.
	Research Master Students who specialise in ethics, take the Ethics Forum, those specialising in Nietzsche-Research, take the Nietzsche Seminar, those specialising in phenomenological ethics take the seminar on Phenomenology and Ethics as their research seminar. All seminars run all year.
	The Ethics Forum is a forum for discussion for researchers, PhD students and Research Master students. The forum has 2 subgroups, one specialising in virtue-ethics (i.a. discussing the relation between virtues and developments modern science), the other in questions regarding the relation between ethics, politics and religion. All staff members and all RMA-students participate in at least one of the 2 subgroups. The whole group and each of the subgroups meet once every month, i.e. every participant has a meeting once every 2 weeks. In the Ethics Forum ongoing research is presented by participants or by invited guests. The subgroups have each their own agenda. Usually papers are distributed one week before the session. RMA students specialising in ethics participate in the Ethics Forum and one of its subgroups. They will be required to write regularly reports of the sessions in which they take part and to take their share in the common work of the subgroup. RMA-students discuss their work with a tutor. They write one book-review per semester. At least twice every year a 2-day international conference is organised together with partners from other universities. Information: Prof P. van Tongeren pvtongeren@phil.ru.nl
	The seminar in Phenomenology and Ethics is an international research master consisting of two research seminars each year in the field of phenomenology and ethics. 1. A seminar in either fall- or springterm. 2. A seminar connected to the research-colloquium on Phenomenology, Poetics, and Ethics, running troughout the whole year, consisting in participation in meetings in Nijmegen and Antwerp or abroad and additional preparatory reading classes and tutorials. Cfr. www.fenomenologie.nl. Please contact Dr. Chris Bremmers: cbremmers@phil.ru.nl.
Literature	To be distributed during the course.

Social and Political Philosophy (Research Seminar) 1

Democracy in a "Post-Secular" Society (Religion & Politics, Part 1)

Course ID	FIRM08
Credits	9 ec
Lecturer	Prof. E. van der Zweerde
Teaching method	• Chaired reading and interpretation of the texts during the seminar;
	• The task of the students is to prepare the sessions by submitting papers about the different chapters and topics;
	• Developing general ideas about alternative models.
Examination	Individual papers and other assignments.
Prerequisites	Required is a general knowledge of and familiarity with the tradition of political and social philosophy and/or the readiness to fill in relevant gaps (of course, assistance can be provided where necessary).
Objectives	In the course of this seminar, students will:
	• learn about philosophical research by doing it, as active participants in research meetings and discussions and by independently writing papers, preparing questions, writing reports, etc.;
	• get acquainted with key concepts in political philosophy and with the intrinsic contestability of these concepts;
	• come to grips with present-day discussions, in political philosophy and secularization theory, about the relation between politics and religion.
Contents	The central topic of the Fall seminar is the question of democracy in a so-called "post-secular" society.

1. This discussion, as far as the West is concerned, involves well-known philosophers like Charles Taylor, John Rawls, Jacques Derrida, and Jürgen Habermas (the originator of the notion of "post-secular society"). Recently, two of these thinkers, Taylor and Habermas, plus Judith Butler and Cornel West, engaged in a public, and published discussion, which will form the starting point of the seminar: E. Mendieta & J. Vanantwerpen (eds.), *The Power of Religion in the Public Sphere* (Columbia UP, 2011). Participants are expected to read this publication PRIOR to the first seminar meeting, when we shall discuss it. It is available in photocopy upon request.
2. The "continuing" research seminar students will be given the assignment to present, together or in an appropriate division of labour, the outcome of the Spring 2011 research seminar on John Rawls, led by prof. J.P. Wils, in relation to the topic of the Fall 2011 research seminar. "Bringing in Rawls" to put it simply, some selected reading included.
3. The topic of the seminar was put on the agenda by, among others, Jürgen Habermas, and it is with him that the semester continues: his lecture on "Glauben und Wissen [Faith and Knowledge]" of

2001 will take centre stage. Additionally, in this round, we will read and discuss his [Habermas'] exchange with John Rawls ["The Idea of Public Reason Revisited", later included in the expanded edition of *Political Liberalism* + Habermas' comment on Rawls] and with Jacques Derrida [the latter's "Foi et Savoir", but also his exchange with Habermas]. Together, these texts / authors will enable us to get a clear view of the issue: what is meant by "post-secular society"? Apart from answers, we will, hopefully, be able to formulate appropriate questions. [The texts by Habermas and Derrida are available in English translation; participants are expected to retrieve these on their own].

4. The next part will consist of two presentations by junior researchers connected to the department: Arthur Zijlstra (and, hopefully, Josephien van Kessel) will give a presentation on Charles Taylor's *A Secular Age*, including selected reading, and Volkan Ertit will present an overview of recent secularization theory, including selected reading, too.

5. The remainder of the seminar will be given substance by the participating students, who will be asked to choose a topic of their own, do the relevant research, and present the results to the group. This could be, for example, an analysis of the discussion as it has evolved in the years between discussions between Habermas, Rawls and Derrida on the one hand, and the Taylor-Butler-Habermas-West discussion that the seminar starts with [see pt 1 above] on the other hand; it can also be a more specific study of a particular author, area or case; it can involve going back to more classical positions and authors; etc. Anything can be proposed, as long as it remains connected to the central topic: "democracy in a post-secular society".

6. In the course of the semester, two scholars hopefully will be invited to give a lecture on the topic; students are expected to prepare questions and to write a report. One of these scholars is likely to be Dr. Graham Smith (University of Lancaster, UK), the other Dr. Stephen Bullivant (St. Mary's College, London, UK).

7. On Tuesday, 15 November, the Soeterbeeck Program and the research project "Repertoires of Democracy" will organize a public event on "Transfer of Democratic Repertoires", which consists of a large public event (in Dutch) in the evening and three smaller workshops (in English) in the afternoon: research master seminar students are expected to attend one of these three workshops (details will follow) and report on them.

The assignments for the students will be spread across the seminar and will NOT include a final paper, but several smaller ones (reports, comments, etc.).

During the first meeting, apart from discussing the text mentioned in the beginning, the exact times and dates will be decided upon collectively. Each seminar meeting will be preceded by a preparatory

pro-seminar with the students.

Literature	• E. Mendieta & J. Vanantwerpen (eds.), *The Power of Religion in the Public Sphere* (Columbia UP, 2011);
	• J. Habermas, "Glauben und Wissen (Faith and Knowledge)" (Frankfurt am Main: Suhrkamp Verlag, 2001) (there exists an English translation of this text);
	• J. Rawls, "The Idea of Public Reason Revisited", included in the later editions of *Political Liberalism* + Habermas' comment on Rawls;
	• J. Derrida, *Foi et Savoir* (Paris: Seuil, 2001), and also his exchange with Habermas (there is an English translation of this text).
Extra information	The language of communication is English.
	The seminar will be supported by BlackBoard.

History of Philosophy (Research Seminar) 1

Mind What you Are Saying! From Aristotelianism to Contemporary Philosophy of Mind and Back Again

Course ID	FIRM09
Credits	9 ec
Lecturers	Drs. D. Cellamare, Dr. C.H. Leijenhorst
Teaching method	Seminar or tutorial, according to the number of participants.
Prerequisites	This course is meant for Research Master students. Other students interested in the course will have to ask the teachers for permission to participate.
Objectives	Acquiring an understanding of the history of the philosophy of mind and of the interrelation between historical and systematic questions.
Contents	This course addresses the evolution of the concepts of 'mind' and 'soul' from the Aristotelian paradigm to contemporary philosophy of mind. It does so historically -- by retracing the evolution of these two concepts from Aristotle's *De anima* up to now -- and also systematically, for the simple reason that recent models of the embedded and embodied mind are often regarded as a return to Aristotelian conceptions. But is this view correct?
	This course starts with an analysis of Aristotle's concept of the organic body, its soul(s), and the human mind, as depicted primarily in the *De anima*. On the basis of historical texts (Aristotelian commentators, Suarez, etc.), it will examine the problems associated with Aristotle's theory. Descartes' counter-proposal will be examined next, which is commonly seen as the starting point, or the culmination, of a strict mind-body dualism. Much of contemporary philosophy of mind, with which this course ends, has tried to shake off the dichotomy between a bodily and a spiritual substance. To what degree can we, however, observe a return to Aristotelian notions of the mental as a product of a highly organized body, and as an aspect of living organisms?

Literature	The primary and secondary sources will be distributed before each meeting.

Metaphysics (Research Seminar) 2

The Transformation of Hermeneutics in Heidegger from Being and Time to Ereignis-Denken

Course ID	FIRM03
Credits	9 ec
Lecturers	Prof. B.H. Vedder, Drs. A. Parapuf
Teaching method	Introductory presentations, collective text reading, discussions, final paper. Students are required to read carefully the text prior to each meeting and formulate their questions. One of the students will give the introduction of the text scheduled for that day. The same student will also chair the meeting and select passages for close reading. Each student is expected to give one or more introductions during the seminar, depending on the number of participants. The other students hand in a summary of the previous meeting. Each meeting will start with a brief discussion of the summaries and questions concerning the previous meeting. Please use these summaries as a way of deepening the material of the last time! At the end of the course, every student writes a paper on a topic related to the seminar of approximately 4500 words. This paper should discuss at least five pieces of secondary literature (articles, chapters from books, etc.).
Objectives	• Students will gain a good insight into the hermeneutical turn of phenomenology;
	• Students will become aware of the increasingly important place that language gains in Heidegger's philosophy and of the recurrent transformations that his philosophy undergoes;
	• Students will have a clear picture of the relations between understanding, interpretation, hearing, meaning, historicity and language in Heidegger's philosophy;
	• Students will be able to critically assess Heidegger's idea of hermeneutics and language.
Contents	In the Spring Semester 2012, we will trace the development of hermeneutics in Heidegger from *Being and Time* to his later lectures on language. This research seminar seeks to critically assess the transformations that take place from his well-rounded conception of hermeneutics in *Being and Time* to his more tentative later analyses dedicated to language. We shall read a number of selected chapters and sections from three of his most relevant lectures on language (see bibliography). In this seminar we will pay special attention to the relation between language, being and thinking, in order to understand why any thinking of being, thus any philosophy, depends, according to Heidegger, on man's relation to language. What does it mean that language is the place where being reveals itself and where man can have access to being? Is this conception of philosophy as language-dependent necessarily a hermeneutic philosophy? What are the

	arguments in favour and against viewing Heidegger's later philosophy of language as a practice of hermeneutics?
Literature	*Primary literature:*

- Martin Heidegger, *Being and Time*, English translation by John Macquarrie & Edward Robinson, Harper & Row Publishers, 2008;
- Martin Heidegger, *On The Way to Language*, English translation by Peter D. Hertz, Harper & Row Publishers, 1971;
- Martin Heidegger, *What is Called Thinking?*, English translation by J. Glenn Gray, Harper & Row Publishers, 2004;
- Martin Heidegger, *Identity and Difference*, English translation by Joan Stambaugh, University of Chicago Press, 2002.

Recommended secondary literature:
- Robert Bernasconi, *The question of language in Heidegger's History of being*, Atlantic Highlands, NJ: Humanities Press, 1985;
- Friedrich-Wilhelm von Herrmann, *Weg und Methode*, *Zur hermeneutischen Phänomenologie des seinsgeschichtlichen Denkens*, Vittorio Klostermann, Frankfurt am Main, 1990;
- Dietmar Koch, *Zur Hermeneutischen Phänomenologie. Ein Aufriss*, Tübingen: Attempo Verlag, 1992;
- Hans Ruin, *Enigmatic Origins. Tracing the Theme of Historicity through Heidegger's Works*, Stockholm Studies in Philosophy 15, 1994;
- Susanne Ziegler, *Zum Verhältnis von Dichten und Denken bei Martin Heidegger*, Tübingen: Attempo Verlag, 1998.

Philosophical Anthropology (Research Seminar) 2
Excavating Knowledge with Foucault

Course ID	FIRM05
Credits	9 ec
Lecturer	dr. A.B. Hofmeyr
Teaching method	Research seminar. All reading has to be done prior to each research seminar and will be discussed in detail during our meetings. Students are expected to be able to critically engage with the reading material. Assessment opportunities will include one written assignment.
Contents	Shortly after the more widely read *Les Mots et les choses* (1966) appeared, Michel Foucault published *L'Archéologie du savoir* (1969). The latter is arguably a more obscure text focusing on concepts such 'discursive formations', 'statement', 'archive', etc. grouped together under an equally abstruse umbrella term, 'archaeology'. What Foucault is in fact concerned with when he refers to 'archaeology' is discourses - those familiar yet enigmatic groups of statements collectively constituting disciplinary fields. In this book, in other words, he focuses on 'things said', i.e. the condition of their emergence, the forms of their connection, and the rules governing

their transformation. The domain of things said is what is called the archive; the role of archaeology, as defined by Foucault, is to analyse that archive. This work constitutes Foucault's retrospective attempt to provide a theoretical description of the method he employed in his first three books of history (*Folie et dé raison* (1966), *Naissance de la Clinique* (1963) and *Les Mots et les choses* (1966)). Herein he attempts to flesh out his peculiar approach to history ('a way of speaking' about history) that wants to abandon all preconceptions about historical unity or continuity, focussing instead on the processes of discourse in all their disruptions, differences and complex varieties. In this seminar series participants will undertake a close reading of this text in an attempt to come to a critical understanding of Foucault's 'archaeological period' and the way in which it prepared the ground for his genealogical investigations.

Literature	• Foucault, M. (1972). *The Archaeology of Knowledge*. London: Tavistock;
	• Seminar 1 (11 Oct 11h00-13h00): Overview & Introduction (pp. 3-17; 199-211);
	• Seminar 2 (18 Oct 11h00-13h00): PART II (pp. 21-49);
	• Seminar 3 (25 Oct 11h00-13h00): PART II (pp. 50-76);
	• Seminar 4 (1 Nov 11h00-13h00): PART III (pp. 79-131);
	• Seminar 5 (8 Nov 11h00-13h00): PART IV (pp. 135-195).

Philosophical Ethics (Research Seminar) 2

Nietzsche Seminar

Course ID	FIRM07
Credits	9 ec
Lecturer	Prof. P.J.M. van Tongeren
Teaching method	Presentations and discussions.
Prerequisites	Members of the Nietzsche Research Group and participants in the Nietzsche-Wörterbuch project are participating on a regular basis. RMA-students specialising in Nietzsche-research take the seminar during their RMA-programme. Others who might be interested in participating should apply by email to pvtongeren@phil.ru.nl.
Objectives	Getting introduced to and involved in scholarly discussions on Nietzsche's philosophy.
Contents	The Nietzsche Seminar is an international monthly seminar for senior and junior members of the Nietzsche Research Group. Seminar sessions are scheduled on Friday afternoons from 13.45 to 17.30, once every month. Papers are presented by members or by invited guests. New Nietzsche-literature is being reviewed by members of the seminar-group. Papers to be discussed are distributed one week ahead. RMA-students specialising in Nietzsche research participate in the Nietzsche seminar; apart from the regular preparation and participation, they write a report of each meeting (to be discussed with a tutor), and one book-review each semester. They are expected

| | to participate during 4 semesters, at the end of which they will present their own research in the seminar. Discussions are generally held in English. Texts by Nietzsche are read in German. |
| Literature | To be distributed ultimately one week before each meeting. |

Social and Political Philosophy (Research Seminar) 2
Rethinking the Political-Religious nexus (Democracy in a post-secular age II)

Course ID	FIRM08A
Credits	9 ec
Lecturer	Dr. M.J. Terpstra
Teaching method	The scheme of the seminar is simple. We read both books in a couple of sessions, prepared by the participants. We formulate questions and pose them to the authors, who will be invited to answer them (live or otherwise, that is still to be arranged). Students will focus on a topic of their own choice, on which they will reflect from the perspectives offered by the literature. Provisional papers made during the course will be brought together in a final paper.
Examination	Final paper.
Prerequisites	Required is a general knowledge of and familiarity with the tradition of political and social philosophy and with main positions in present-day debates.
Objectives	In the course of this seminar, students will:

- learn about philosophical research by doing it, as active participants in research meetings and discussions and by independently writing papers;
- find their way independently in primary and secondary literature;
- learn to develop, present, defend, and revise a theoretical position in discussion with others;
- get acquainted with key concepts in political philosophy and with the intrinsic contestability of these concepts;
- come to grips with present-day discussions, in political philosophy and democratic theory, about the possible foundation of democracy, especially in relation to "religion".

| Contents | The turn to 'post-secular' conceptions of the connection between secular politics and religious practices and thoughts invites to a renewed exploration of topics transcending the orthodox liberal separation of politics and religion, state and church. In fact, 'secularization' has only been a *tendency* to eliminate religious or theological elements from differentiated spheres as science, politics, law, economics. The formula has been: *silete theologii in munera alieni* (theologians should not interfere in matters alien to its own core matter). This tendency has succeeded in different degrees in different areas of society, and in different forms all over the world depending on local traditions. As a tendency, 'secularization' has always met resistance, leading to a fight which turned into a rich gamut of compromises. The proclamation of the 'post-secular' could |

also mean that people have become aware that the idea that secularization has succeeded completely or could succeed totally is a myth and always has been a myth.

We will focus on two recent books exploring the ways modern political philosophy (from Machiavelli to Rawls) has dealt with the topics 'religion' and 'civil religion' within a political context. We will find that there is no such thing as one model in the rearrangements of politics and religion in modern thought. This shows, among other things, that it is not clear at all what exactly has been identified as 'religion' or 'theology' as candidates for elimination or marginalization. Rereading the classical texts of modern political thought from this angle hopefully leads us to a more illuminated vision on the political-religious nexus in the 'post-secular' age.

Literature	*Main readings:*
	• Patrick Neal, *Political Philosophy and Religion* (Routledge 2011);
	• Ronald Beiner, *Civil Religion. A Dialogue in the History of Political Philosophy* (Cambridge University Press 2011).
	Background literature:
	• Michael Hoelzl, Grahame Ward, *Religion and Political Thought* (Continuum 2006);
	• Michael Walzer, 'Drawing the Line: Religion and Politics', in *Soziale Welt*, 49(1998), pp. 295-308.
Extra information	The seminar will be linked to BlackBoard.

History of Philosophy (Research Seminar) 2

Animate/inanimate in (natural) Philosophy

Course ID	FIRM09A
Credits	9 ec
Lecturer	Dr. H. Hirai
Teaching method	Group reading of texts, presentations of research material.
Prerequisites	This course is designed for Research Master students. All other students interested in this course have to ask permission to the teacher.
Objectives	Acquisition of knowledge of the history of a cluster of notions ('living', 'ensouled', 'animate') and its place in the evolution of philosophical and scientific thought.
Contents	This seminar focuses on the problems related to the boundary between 'animate' (living beings) and 'inanimate' (lifeless matter) in the history of philosophy and science. How did important past thinkers conceive life phenomena before the rise of modern biology? What were their definitions of life? How did these definitions change in the course of centuries? Is there an exact boundary between living and non-living? Is there a moment in which the fetus becomes a living being? These are some of the major questions addressed in the seminar where generation (including spontaneous generation) occupies center stage. The seminar will be divided into three sections:

1) Antiquity. Ancients such as Plato and Aristotle furnished the basis of reflection about these issues for two millennia. Plato's *Timaeus* describes the formation and organization of the visible world and its invisible mechanism, while Aristotle's writings, notably *Generation of Animals* and *On the Soul*, served as textbooks for centuries. Some important pieces of Galen will complement this picture.

2) The Middle Ages. Using the works of Avicenna, Albertus Magnus and Thomas Aquinas, we will try to describe the global idea of the medieval perception about the boundary animate- inanimate.

3) The Early Modern Period. We will examine how the traditional perception was transformed during the Renaissance (for example, in Marsilio Ficino and Jean Fernel). We will then see how the outcome of Renaissance debates nourished the philosophical and scientific inquiries of protagonists of the 'new philosophy' such as Descartes and Leibniz.

Literature	Will be distributed before each meeting.

Philosophy of Mind / Philosophy of Language(Research Seminar) 1
Mind and Language

Course ID	FIRM015
Credits	9 ec
Lecturer	Prof. M.V.P. Slors
Teaching method	Presentation and discussion.
Examination	Paper.
Prerequisites	BA in philosophy, cognitive neuroscience, psychology or linguistics.
Contents	Philosophy of mind and philosophy of language were once intertwined in the 1960's, 1970's and 1980's. They drifted apart, in the 1990's, when philosophy of mind turned its attention to forms of cognition and aspects of the mind for which linguistic discourse was not the appropriate model.
	Be that as it may, an important part of cognition is still both facilitated and shaped by our linguistic competence. And linguistic competence itself is still rooted in cognitive abilities. Language and cognition *are* intwertwined, even when philosophy of language and philosophy of mind are no longer. The aim of this research seminar is to investigate the interrelation of language and cognition, from the viewpoint of contemporary philosophy of language and philosophy of mind, against the background of current developments in cognitive neuroscience.
	The seminar will consist of presentations of current research being done within the section 'Philosophy of Mind and Language'.
Literature	T.B.A.
Extra information	This overall aim of this seminar is the integration of the previously separate sections of philosophy of mind and philosophy of language and the formation of a single new research programme.

Philosophy of Mind (Research Seminar) 2
Mind and Action

Course ID	FIRM017
Credits	9 ec
Lecturers	Prof. M.V.P. Slors, Prof. J.A.M. Bransen
Examination	Paper, in consultation with Prof. Slors or Prof. Bransen.
Prerequisites	BA in philosophy, one of the social sciences or cognitive neuroscience.
Objectives	Acquiring insight in the nature and focus of current research in the philosophy of mind and action. Acquiring insight in the practice of doing philosophical research. Practicing abilities to participate in philosophical/scientific discussions.
Contents	This seminar consists of presentations by various rersearchers working in the area of philosophy of mind and action as well as in adjacent scientific disciplines on their current research. Each presentation is followed by discussion.
Literature	T.B.A.

Philosophy of Language (Research Seminar) 2
Semantics and Pragmatics

Course ID	FIRM018
Credits	9 ec
Lecturers	Dr. L.B.W. Geurts, Dr. C.L.A. Bary
Teaching method	Presentations (including guest lectures), presentation of research by members of the section, and group discussion.
Objectives	Research master students will read selected texts and research material. They will write an overview paper on a specific topic of research, give a presentation, and write a short final article.
Contents	We interpret natural language utterances against a background that is established by the preceding discourse. This comprises linguistic as well as non-linguistic information, assumptions that are shared by the speakers, including information about the goals of the discourse. All this information guides the interpretation process, while on the other hand the interpretation process changes (enriches, corrects) the background information.
	The seminar is connected with the research projects that are currently being carried out within the section Philosophy of Language and Logic. Themes that are addressed in this research include the context dependence of meaning, discourse and discourse structure, conversational implicatures, and psychological aspects of interpretation.
Literature	Papers and other relevant background material will be made available before and after meetings.

2.4   Research Paper and Research Master Thesis (9 + 30 EC)

The Master student's personal research is developed at the beginning of the second year in a research paper (9 EC), and in the second semester in the two parts of the thesis (EC 30). The research paper (FIRM 13) represents the starting point of the Master thesis, either by probing into conceptual or methodological questions, or by sketching the *status quaestionis* on the basis of an analysis of the available literature. Work for this paper is carried out on an individual basis (or in small tutorial groups) under the guidance of the supervisor.

The thesis (FIRM 14) constitutes the culmination of the Research Master programme. It contains two parts: (i) an independent, publishable article (20 EC) , and (ii) a project proposal (10 EC). The student works on these two parts throughout the second year. The topic of the thesis must be approved by the professor in whose section the student studies, although the thesis itself can also be supervised by another member of the section. Under exceptional circumstances, and upon consultation with the Examination Board, it is also possible to appoint a supervisor from outside the section to which the student belongs. The final responsibility will, however, always remain in the hands of the professor in charge of the section in which the student is enrolled. It is the supervisor's responsibility to make sure that the topic is defined early in the third semester of the student's Research Master study, that the deadlines are clear and that the latter are being respected.

The criteria that the two parts of the thesis must satisfy are as follows.

1.   The Publishable Article.

The length and structure of the publishable article must reflect the norms typical of journal publications in the philosophical sub-discipline in which the student specialises. It is evident that these norms are different in the fields, say, of formal logic or of the history of medieval philosophy. However, there are some obvious requirements that any publishable article must satisfy:

- It must be the result of independent research;
- it must make an original 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, appendices, and bibliographies that reflect the state of the art in the philosophical sub-discipline in which the student specialises.

2. **The Research Project**

The Research Project takes the characteristic form of an application, of the type that one might submit in an application for a PhD position at a Dutch university or for a research grant of the Dutch Science Foundation (NWO). It must contain the following components:

- Title of the project;
- summary of the theme and aim of the project (maximum 200 words);
- proposal of the research project, its background, aims and methods (ca. 10 pages, ca. 4000 words, excluding the bibliography);
- short statement of the scientific or/and social relevance of the research project (maximum 400 words);
- statement of the method or approach chosen (1 page);
- research timetable (work schedule covering 3 à 4 years);
- bibliography;
- curriculum vitae.

At the latest one month before the two parts of the thesis are completed, the student and his or her supervisor are asked to contact the Examination Board, submitting a completed version of the required form (available from the Student Advisor's office), as well as a 150-word summary of the theme of the research article. The Examination Board will thereupon appoint a jury of examiners to judge the thesis. The jury is made up of (1) the thesis supervisor (who acts as the first examiner and chairman of the committee during the *viva voce* thesis defence), (2) a 'second examiner' (also called 'second reader') and (3) the chairman of the Examination Board. It will furthermore also appoint an external advisor, who is asked to pronounce, in a refereeing report, on the quality of part 1 (judging the 'publishability' of the article). The examiners, though not bound to follow the verdict of the external advisor, will take his or her verdict into account in their own deliberations.

The thesis will be judged in the following way.

- As soon as the supervisor deems the two parts of the thesis to be of satisfactory quality, the other two members of the jury of examiners will be called upon to pronounce on the quality of the submitted work. It is the specific task of the third examiner to check whether all parts have been carried out in accordance with the criteria named above. Additionally, the external advisor will be asked to write a referee report on part I of the thesis ('publishable article'). If the jury of examiners concludes that the submitted work merits at least a sufficient grade, the student will be invited to defend his thesis in a public ceremony.
- In this ceremony, which will begin with the public defense of the thesis, the candidate will be examined by the board of examiners. A grade between 6 and 10 will be awarded to the candidate at the end of the examination, on the basis of the criteria specified above. These criteria, and the degree to which they have been met in the two parts of the thesis, will also determine the written examiners' motivation of their judgement as well as the evaluations written by the Board of Examination.

2.5 Diploma and Diploma Predicates (Judicium)

Diploma

After the successful completion of the programme, the student will be awarded an MA diploma, with a supplement explaining that the two-year Research Master is equivalent to what in the UK and in some other countries is called an MPhil degree.

Your diploma may also carry a predicate (*judicium*), which will be awarded by the Board of Examination. Such predicates are awarded to the best students in the programme. No predicate can be given if any part of the programme has required re-examination more than once.

Predicates are awarded on the basis of two criteria. The first has to do with the quality of the course work:

- No predicate: The weighed average of all grades is below 7.5.
- *Bene meritum:* The weighed average of all grades lies between 7.5 and 8.0.
- *Cum laude:* The weighed average of all grades lies between 8.0 and 9.0.
- *Summa cum laude:* The weighed average of all grades is above 9.0.

Note that the grades awarded to the two parts of the Master thesis are not calculated in establishing the weighed average. In order for a student to obtain a predicate, the two parts of the thesis must also be of high quality, in the following sense:

- *Bene meritum:* The two parts of the thesis have obtained at least an 7.5;
- *Cum laude:* The two parts of the thesis have obtained at least an 8.5;
- *Summa cum laude:* The two parts of the thesis have obtained at least an 9.0.

Note that the thesis will only be awarded a grade after its oral defense, which may therefore be of decisive importance for the predicate (*judicium*) a student will obtain. Note also that if a student deserves a higher predicate for his or her course work than for his or her thesis, the latter will determine the predicate that will be indicated on the student's MA diploma. (E.g.: assume a student has a weighed average of 8.3 for the course work but obtains an 8.0 for the thesis, then the *judicium* will be *bene meritum*, not *cum laude*).

2.6 Programme Coordinator

For all questions concerning the Research Master programme, please contact the programme coordinator, Dr. Carla Rita Palmerino (cpalmerino@phil.ru.nl, 024-3615750).

2.7   List of lecturers

Bary, Dr. C.L.A.	c.bary@phil.ru.nl	024-3611453	16.13
Becker, Dr. M.J.	mbecker@phil.ru.nl	024-3616226	16.24
Bransen, Prof. J.A.M.	j.bransen@phil.ru.nl	024-3612293	A.08.19
Bremmers, Dr. C.J.G.	cbremmers@phil.ru.nl	024-3612953	16.25
Cellamare, Drs. D.	d.cellamare@phil.ru.nl	024-3615994	16.03b
Does, Dr. J. van der	j.vanderdoes@phil.ru.nl		
Geurts, Dr. L.B.W.	bart.geurts@phil.ru.nl	024-3616217	16.14
Haute, Prof. P.I.M.M. van	pvhaute@phil.ru.nl	024-3616230	16.08
Hirai, Dr. H.	h.hirai@phil.ru.nl	024-3616218	16.03
Hofmeyr, Dr. A.B.	b.hofmeyr@phil.ru.nl	024-3612165	16.21
Leijenhorst, Dr. C.H.	leijenhorst@phil.ru.nl	024-3612161	16.05
Lüthy, Prof. C.H.	luethy@phil.ru.nl	024-3615750	16.04a
Palmerino, Dr. C.R.	cpalmerino@phil.ru.nl	024-3615750	E. 16.04A
Parapuf, Drs. A.	a.parapuf@phil.ru.nl	024-3616227	16.09
Slors, Prof. M.V.P.	marc.slors@phil.ru.nl	024-3612951	16.12
Steunebrink, Dr. G.A.J.	gsteunebrink@phil.ru.nl	024-3615846	18.24
Stuur, Drs. S.	s.stuur@phil.ru.nl	024-3616200	16.03a
Terpstra, Dr. M.J.	mterpstra@phil.ru.nl	024-3616229	16.01b
Tongeren, Prof. P.J.M. van	pvtongeren@phil.ru.nl	024-3612939	16.28
Vedder, Prof. B.H.	b.vedder@phil.ru.nl	024-3612166	15.36
Zweerde, Prof. E. van der	evdzweerde@phil.ru.nl	024-3612315	16.29

3   List of Courses