



Master's programme Philosophy (1 year)

Vrije Universiteit Amsterdam - Faculteit der Geesteswetenschappen (Wys) - M Philosophy (1j) - 2014-2015

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MA Philosophy 1 year: Track Christian Studies of Science and Society

Opleidingsdelen:

- [MA Phil. 1 year: Track CSSS elective courses](#)
- [MA Phil. 1 year: Track CSSS compulsory courses](#)

MA Phil. 1 year: Track CSSS elective courses

Vakken:

Naam	Periode	Credits	Code
Epistemological Aspects of Management and Organization	Periode 4	6.0	W_PMO_EPISAS

MA Phil. 1 year: Track CSSS compulsory courses

Vakken:

Naam	Periode	Credits	Code
MA Course History of Philosophy	Periode 1	6.0	W_MA_HP
MA Course Theoretical Philosophy	Periode 2	6.0	W_MA_THP
Master Thesis Philosophy	Ac. Jaar (september)	18.0	W_MA1TH

Track Philosophy

Opleidingsdelen:

- [MA Philosophy 1 year: Track Philosophy elective courses](#)
- [MA Philosophy 1 year: Track Philosophy compulsory courses](#)

Vakken:

Naam	Periode	Credits	Code
History of Analytical Philosophy II: Hume, Kant, Rawls		6.0	W_MA_APH2

MA Philosophy 1 year: Track Philosophy elective courses

Vakken:

Naam	Periode	Credits	Code
Approaches to Business Ethics	Periode 2	6.0	W_PMO_BUSETH
Epistemological Aspects of Management and Organization	Periode 4	6.0	W_PMO_EPISAS
Ethics of Medical Research	Periode 1	6.0	W_MASP_PBH2
Ethics, Public Policy and Politics	Periode 2	6.0	W_MASP_PBH3
MA Course History of Philosophy: Beauty and Truth (and the Good). The aesthetics of rational being.	Periode 2	6.0	WM_ACASA01
MA Seminar in the History of Philosophy.	Periode 3	6.0	W_MASE_NHF
MA Seminar Practical Philosophy	Periode 3	6.0	W_MASE_NPF
MA Seminar Theoretical Philosophy Models of the Self – From Aristotle to Embodied and Enactive Cognition	Periode 3	6.0	W_MASE_NTF
Moral Reasoning in Healthcare	Periode 2	6.0	W_MASP_PBH4
Personal identity in continental and analytical perspective - MA Specialization course History of Philosophy	Periode 4	6.0	W_MASP_HF014
Philosophy of Arts: The phenomenology of seeing - MA Specialization course History of Philosophy	Periode 2	6.0	W_MASP_HF013
Philosophy of mind, life, and death	Periode 1	6.0	W_MASP_PBH1
Philosophy of Quantum Mechanics	Periode 4	6.0	W_MASP_TF013
Philosophy, neuroscience and psychiatry - MA Specialization course Theoretical Philosophy	Periode 2	6.0	W_MASP_TF012
Potency in Ancient and Medieval thought (a selection of texts) - MA Specialization course History of Philosophy	Periode 1	6.0	W_MASP_HF012
Responsibility and Ignorance - MA Specialization course Theoretical Philosophy	Periode 1	6.0	W_MASP_TF011

Responsibility, Technology and Organizations	Periode 1	6.0	W_PMO_RTO
The Contemporary Speculative Turn to Realism - MA Specialization course Theoretical Philosophy	Periode 4	6.0	W_MASP_TF014
The Ethics of Responsibility - MA Specialization course Practical Philosophy	Periode 4	6.0	W_MASP_PF006
Transcendental Unity – From Aristotle to Kant - MA Specialization course History of Philosophy	Periode 4	6.0	W_MASP_HF015

MA Philosophy 1 year: Track Philosophy compulsory courses

Vakken:

Naam	Periode	Credits	Code
MA Course History of Philosophy	Periode 1	6.0	W_MA_HP
MA Course Theoretical Philosophy	Periode 2	6.0	W_MA_THP
Master Thesis Philosophy	Ac. Jaar (september)	18.0	W_MA1TH

MA Philosophy 1 year: Track Philosophy of Management and Organizations

Vakken:

Naam	Periode	Credits	Code
Approaches to Business Ethics	Periode 2	6.0	W_PMO_BUSETH
Epistemological Aspects of Management and Organization	Periode 4	6.0	W_PMO_EPISAS
MA Course History of Philosophy	Periode 1	6.0	W_MA_HP
MA Course Theoretical Philosophy	Periode 2	6.0	W_MA_THP
Master Thesis Philosophy	Ac. Jaar (september)	18.0	W_MA1TH
Phil. Management and Organization		6.0	W_PMO_PMO
Practical Guidelines for Philosophical Conversations in Organizations	Periode 1+2+3+4+5	6.0	W_PMO_PRAGUI
Responsibility, Technology and Organizations	Periode 1	6.0	W_PMO_RTO

Seminar Ma Philosophy of management and Organization	Periode 1+2+3+4	6.0	W_MASE_MO
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Approaches to Business Ethics

Vakcode	W_PMO_BUSETH (164018)
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. J. van Diest
Examinator	dr. J. van Diest
Docent(en)	dr. J. van Diest
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

The student:

- gains knowledge of and is able to reflect on the main themes of 'analytic' Business Ethics;
- gains knowledge of and is able to reflect on perspectives on Business Ethics that are developed in 'continental' philosophy;
- is able to reflect on (the development of) some basic ethical concepts that underpin both approaches of Business Ethics.

Inhoud vak

Mainstream points of view on themes of ('analytical') Business Ethics will be discussed. These themes comprise: corporate agency, stakeholder theory, organizational culture, moral decision making, justice, leadership, reward and compensation, marketing corporate social responsibility, codes and standards, sustainability and globalization. Clear normative perspectives are formulated on important issues that have sometimes crystallized in moral codes of conduct for businessmen.

It can be argued, however, that in the perspective of 'continental philosophy' undiscussed assumptions seem to inform 'analytical' Business Ethics. These assumptions regard for instance the notion of the 'homo-economicus', the meaning of science, political neutrality, the concept of norm and the significance of procedural reasoning's in ethics. It is at this point that some 'continental' philosophers are invoked with the aim to introduce different perspectives on the just mentioned themes of Business Ethics. Insights of (e.g.) Nietzsche, Bergson, Heidegger, Levinas, Foucault, Zizek, Derrida and Deleuze are discussed. At the same time some references will be made to (other) 'classic' philosophers.

As these philosophers are rather heterogeneous, fragmentation seems to be a necessary consequence. Nevertheless there seems to be a (more or less) common inspiration here: their attention is in many cases focused on questions about a 'good life', and how to live it.

For that reason this course is overarched (or: underpinned) by a critical reflection on (the development of) some pivotal concepts of

Business Ethics that also inform ethical dimensions of this 'good life'. This reflection will be based on some results of recenthistorical/philological and conceptual research in this field.

Besides the 'good life' itself, 'self-preservation', the 'egoism/altruism' dichotomy, 'needs', 'interests', 'justice', the 'good' will be discussed in connection with 'individuality', 'collectivity' and 'happiness'. In this perspective we will also pay attention to the three main perspectives on ethics that are operative in Business Ethics, i.e. consequentialism (usually utilitarianism), deontology (usually Kant), and virtue ethics (usually Aristotle).

Onderwijsvorm

Combination of lectures, presentations by students; discussions.

Toetsvorm

Paper.

Literatuur

- 1) Business ethics and continental philosophy (2011); edited by Mollie Painter-Morland and René ten Bos. Cambridge University Press: Cambridge
- 2) Manual/handbook. To be published digitally on Blackboard.

Epistemological Aspects of Management and Organization

Vakcode	W_PMO_EPISAS ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. ir. G.J.E. Rutten
Examinator	prof. dr. G.J. Buijs
Docent(en)	dr. ir. G.J.E. Rutten
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

Understanding the relevance of epistemology for the practice of M&O.

Inhoud vak

Generally speaking, epistemology concerns finding an explication of what it means to know something, i.e. understanding what knowledge is, how we come to know, and getting a normative insight in the validation of knowledge claims.

As such, it is about potentially different types of knowing, their characteristics, meaning, strengths/limitations, relationships and criteria by which claims are to be judged. Among others, it is also about the relationship of knowledge, reality and society, values involved in getting something to know, the role of the knowing subject, inter-subjectivity, language, skills and the human body, the cognitive meaning of emotion, modes of rationality, the meaning of creativity.

During the course attention will be given to knowledge as a normative

relation, which points to matter of justification, epistemic variety, connections with rationality and the place of creativity. Among the philosophers discussed are Polanyi, Dewey, Popper. Matters of justification involve references to epistemic virtues (Sosa).

Course further explores epistemological issues which might be involved by organizational practice. The first theme to be elaborated refers to knowledge management. The second one includes epistemological issues related to good, responsible, governance. Among the subject matters addressed are auditing, transparency and integrity.

Onderwijsvorm

Mixture of lectures and interactive reflection with students.

Toetsvorm

Final paper.

Literatuur

Reader of texts by philosophers (see for instance above), and relevant material from management and organization.

Louis P. Pojman, What can we know? An introduction to the Theory of Knowledge. Wadsworth 2001.

A. Henriques, Corporate Truth . Earthscan, London, 2007.

Ethics of Medical Research

Vakcode	W_MASP_PBH2 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. L.M. Bouter
Docent(en)	prof. dr. A.W. Musschenga
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

The student:

- acquires knowledge of the (Dutch and European) regulations, policies, statutes, and guidelines with regard to scientific integrity in general, and research involving human subjects in particular;
- acquires knowledge of the methodological, legal, and moral issues regarding medical research involving human subjects;
- acquires competence in identifying the ethical issues concerning scientific research in general;
- acquires competence in recognizing the issues and problems regarding patient autonomy, and informed consent;
- the assessment of research protocols, in particular the assessment of risk-benefit ratios, subsidiarity and medical progress;
- acquires competence in sound and valid reasoning on ethical issues regarding medical scientific research;
- acquires competence in group discussion and moral deliberation on ethical issues.

Inhoud vak

After giving an overview of the history of the (ethics of) medical research and of the framework of the ethics of medical research, the course tackles issues such as the methodological soundness and the integrity of research. Since the larger part of medical research involves human subjects, students should know the moral background, and the principles and procedures of informed consent. Apart from valid informed consent principles relate to the research protocol itself.

How do the benefits and the burdens relate? While ethical reflection on, and regulation of medical research involving human subjects cannot be left to the good will of researchers and should be uniform, ethical principles and procedures have been institutionalized in national and supranational laws and in non-legal ethical codes. While pharmaceutical companies often prefer to have the trials done in developing countries, students will also learn about the special conditions for multinational research.. Students will learn how METCs operate, and how effective the work of these committees is.

Onderwijsvorm

Lectures; study of literature; assignments; group discussion; presentation; analyzing research protocols (in a group); writing a paper.

Toetsvorm

Presentation (10%); written exam (50%); paper (2000 words; 40%).

Literatuur

Ezekiel J. Emanuel and others, The Oxford Textbook of Clinical Research Ethics, Oxford: Oxford University Press. Paperback; £41.80.

Ethics, Public Policy and Politics

Vakcode	W_MASP_PBH3 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. G. Glas
Examinator	prof. dr. G. Glas
Docent(en)	prof. dr. G. Glas
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

The student:

- acquires knowledge of diverse systems of health care;
- acquires knowledge of factors influencing costs of health care;
- acquires knowledge of strategies of cost containment;
- acquires knowledge of theory and methodology of cost effectiveness assessment;
- acquires knowledge of theories of justice in health care;
- acquires knowledge of strategies for public participation in health policy making;

- acquires insight into the ethical dilemmas in health care policy;
- acquires insight into the ways these dilemmas have been and can be dealt with;
- acquires competence in identification of the ethical dimensions of health care policies;
- acquires competence in introducing ethical principles in discussions about health care policy;
- acquires competence in distinguishing substantive and procedural justice issues;
- acquires competence in assessing the quality of cure and care;
- acquires competence in involving the public in health care policy decisions.

Inhoud vak

The course deals with 4 themes. The first is the system of health care. There are several systems of health care in Europe and worldwide that differ in the roles allocated to state, health care providers, health insurance companies, and patients (organizations). What are the strengths and weakness of the systems? The second theme is costs and quality of cure and care. Both cost containment and quality of cure and care are important goals of health care policy. How can they be promoted? Can they be combined? With this the third theme, the ethical point of view in health care policy, comes to the fore. Which ethical principles should guide the distribution of scarce resources in health care? The fourth theme is participation of the public in policy making. Is that desirable? How should it be done?

Onderwijsvorm

The course will be given in the form of lectures; study of literature; assignments; group discussion; simulation meeting advisory committee standard package health care; training quality policy and implementation; training interactive development of healthcare policy.

Toetsvorm

Assignment(s) during the course (30% of the final mark) and final paper at the end of the course (1500-2000 words; 70% of the final mark).

Literatuur

Literature will be specified in the course manual and on Blackboard and will be distributed, if possible, via the Blackboard too.

History of Analytical Philosophy II: Hume, Kant, Rawls

Vakcode	W_MAAPH2 ()
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Docent(en)	dr. B.R. Ferguson
Lesmethode(n)	Hoorcollege
Niveau	500

MA Course History of Philosophy

Vakcode	W_MA_HP ()
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Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. M. Martijn
Examinator	dr. M. Martijn
Docent(en)	prof. dr. R.W. Munk
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

The student:

- will have gained knowledge regarding the discussions of the meaning of Descartes' Cogito as articulated in Hannah Arendt's The Life of the Mind, especially Volume 1;
- will have gained insights into the discussions of the meaning of Cogito as articulated by Descartes, Kant, Heidegger, and Arendt;
- will receive trainings with respect to: 1) the ability to address and analyze a variety of primary texts on the topic under discussion; 2) insights into the various conceptions of the topic under discussion in the history of philosophy; 3) the communication of her/his views with other students.

Inhoud vak

The present course will include an introduction to the discussions of the meaning of the "I think" in the history of modern philosophy. The topics that will be addressed in the course will include: being and appearance, body and soul, the Cartesian doubt, the Cartesian Cogito, the thinking ego and the self, thought and common sense, what is it that makes us think, and where are we when we think? For further information, see the course manual.

Onderwijsvorm

Hoor- en werkcollege in combinatie met de bestudering van literatuur.

Toetsvorm

Written exam.

Literatuur

The list of required readings will be presented in the course manual on Blackboard.

Aanbevolen voorkennis

History of philosophy in ancient, medieval, modern and contemporary times.

MA Course History of Philosophy: Beauty and Truth (and the Good). The aesthetics of rational being.

Vakcode	WM_ACASA01 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels

Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. M. Martijn
Examinator	dr. M. Martijn
Docent(en)	dr. M. Martijn
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

Overview of ancient theories of beauty and truth and of the interrelation between the two.

In order to successfully complete this course, the student needs to:

- acquire knowledge of several ancient theories of beauty and of truth;
- gain insight into ancient views of the interrelation between beauty and truth, and of the metaphysical and epistemological presuppositions underlying those views;
- further develop the skills of textual analysis, by learning how to reflect on and compare the theories expounded in (ancient) texts (in translation); evaluating secondary literature on those texts; formulating your own questions on and analyses of the material.

Inhoud vak

Beauty is truth. Beauty is order. Truth is identity. Such equations are common in ancient thought, from the Presocratics down to the late ancient commentators. How are they to be understood? We will trace the development of the notions of beauty and truth and study their entrenchment in ideas concerning the nature of reality and knowledge.

Onderwijsvorm

A combination of lecture and discussion, on the basis of close reading of primary texts.

Toetsvorm

Biweekly written assignments (20%), a presentation (10%) and a final paper ca. 3500 words on a relevant topic of your choice (70%).

Literatuur

A selection of passages from primary texts (mainly Plato, Aristotle, Stoa, Plotinus, Proclus) as well as papers and chapters from secondary literature, details to be announced through Blackboard.

Vereiste voorkennis

Philosophy students can follow this course as a specialization course, after obtaining permission from the Examination board.

Overige informatie

This course will be taught in English unless all participating students have both active and passive knowledge of Dutch.

Absence of more than 20% will have to be compensated through additional assignments, except in cases of illness or other extreme circumstances.

Late papers will not be accepted.

MA Course Theoretical Philosophy

Vakcode	W_MA_THP ()
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Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. ir. G.J. de Ridder
Examinator	dr. ir. G.J. de Ridder
Docent(en)	prof. dr. R. van Woudenberg, K.J. Mcqueen
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

- Students acquire broad knowledge and understanding of three major topics in contemporary epistemology and philosophy of science: (i) the nature and value of knowledge, (ii) social construction, and (iii) the nature of rationality in science, everyday life, and religion.
- For each of these three topics, students will acquire understanding of some major positions in the field, arguments for and against these positions, and the broader implications and connections of these positions to adjacent issues.
- Students will be able to formulate and explain central positions and arguments regarding the aforementioned topics.
- Students acquire and develop the skills to analyze debates about these three topics, to evaluate the various arguments and positions that are advanced, and to develop arguments to support their own position.

Inhoud vak

An advanced introduction to some key topics in contemporary epistemology and philosophy of science: (i) the nature and value of knowledge, (ii) social construction, and (iii) the nature of rationality in science, everyday life, and religion.

Onderwijsvorm

Lectures, student presentations, in-class discussions

Toetsvorm

- Student presentations and in-class participation.
- Three short papers, one about each part of the course (~1500 words), final grade will be the average of the grades for these three papers.

Literatuur

- Ernest Sosa, *Knowing Full Well* (Princeton, NJ: Princeton UP, 2011).
- Selections from Mikael Stenmark, *Rationality in Science, Religion and Everyday life* (South Bend, IN: University of Notre Dame Press, 1995).
- Ian Hacking, *The Social Construction of What?* (Cambridge, MA: Harvard UP, 1999)
- Additional articles that will be made available through Blackboard.

Overige informatie

Entrance requirements

W_BA_EPIS (Introduction to Epistemology)

W_BA_WETF1 (Introduction to Philosophy of Science)

MA Seminar in the History of Philosophy.

Vakcode	W_MASE_NHF ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. M. Martijn
Examinator	dr. M. Martijn
Docent(en)	dr. M. Martijn
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

The main objectives of this course are:

- knowledge: acquiring knowledge of different views of the nature and limitations of historiography of philosophy
- insight: developing insight in the difficulties involved in writing a history of philosophy
- skills: applying the above theories to a case study; developing your own views on the nature of historiography of philosophy

Inhoud vak

What would Plato think of our presentation of his theory of Forms? Would Aristotle understand today's metaphysics and find it useful? Historians of philosophy only rarely stop to think what it means to write a history of philosophy. How do we demarcate the field of philosophy through the ages? Which factors influence how we read past philosophers? Do we work on the assumption of intellectual progress? Can we rely on some sort of continuity in the development of philosophical notions? These and similar questions will be addressed.

Onderwijsvorm

Primarily discussion, on the basis of close reading of literature on the topic and an ancient philosophical text by way of case study.

The relevant literature will have to be studied before each class.

Active participation is required.

Toetsvorm

Paper

Literatuur

Capita selecta from Aristotle, Diogenes Laertius, Kant, Hegel, Lovejoy, Gadamer, Rorty, Gracia, Frede; further details to be announced through Blackboard two weeks before the start of the seminar.

Aanbevolen voorkennis

Complete BA, preferably but not necessarily with a thesis in History of Philosophy.

Overige informatie

This course will be taught in English unless all participating students have both active and passive knowledge of Dutch. Either way, papers can be written in Dutch or English.

Late papers will not be accepted.

MA Seminar Practical Philosophy

Vakcode	W_MASE_NPF ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. A.C.M. Roothaan
Examinator	dr. A.C.M. Roothaan
Docent(en)	dr. A.C.M. Roothaan
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

In this course the student:

- gains knowledge of an important theme in the tradition of critical theory, that of the system of imprisonment as the flipside of the modern values of freedom, equality and justice;
- gains insight in critical theory's proposition that one can only get a substantial view of the content of moral values by critically analyzing their actualization or absence in political and societal reality;
- learns to study original philosophical works and critically question their content and application to the actual situation we live in.

Inhoud vak

You will read the classical study of Michel Foucault on the history of imprisonment, and a more recent work on the social, political and economic function of the prison by Angela Davis. Where Foucault has shown how the modern prison does not so much punish the body for the sins of the soul, but, the other way round, produces a soul that is punishable by imposing systematic disciplining of the body, thus making visible the cruelty of modern punishment, Davis shows how injustice and discrimination are at work to keep the 'prison-industrial complex' going. We will investigate how both works provide a mirror image of modern society, criticizing the public adherence to the values of freedom, equality and justice as covers for modern forms of cruelty and domination. We will discuss how far the prison system as a focal representation of modern moral values and their non-realization reaches.

Onderwijsvorm

Group discussion of chapters, led by the teacher, using also critical résumés prepared by the students.

Toetsvorm

Résumé of one chapter 500 words (30%), final paper of 3000 words (70%)

Literatuur

Michel Foucault, Discipline and Punishment. The Birth of the Prison, Penguin Books, 1991 [1975]
Angela Y. Davis, Are Prisons obsolete?, Publishers Group Canada, 2003.
Accompanying articles will be placed on Blackboard.

MA Seminar Theoretical Philosophy Models of the Self – From Aristotle to Embodied and Enactive Cognition

Vakcode	W_MASE_NTF ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Docent(en)	dr. M. Kyselo
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

- Gain basic knowledge in models of self and identity;
- interrelate theories of the self across philosophical traditions (ancient philosophy, analytical philosophy, phenomenology);
- draw linkages between philosophical approaches and empirical sciences;
- improve presentation skills, writing and publication abilities.

Inhoud vak

In this course we will review and discuss a selection of models of self and identity from Ancient philosophy to contemporary embodied cognition and explore how they relate to recent developments in philosophy of cognitive science and in particular to the so-called enactive approach to cognitive science. We will consider a variety of perspectives on the self, including some classical views, dynamical and systemic notions, as well as phenomenological or cultural approaches.

Some of the questions we will ask are: What kind of thing is the self?, What is the nature of self-knowledge?, Is there a problem of the self?, Is the self bodily or social? What is a disorder of the self?

This course has an interdisciplinary outlook and we will therefore explore linkages from theoretical philosophy to empirical sciences such as neuroscience, psychology and psychiatry. We will also discuss implications of the models for experimental research and for our everyday understanding of the self.

Onderwijsvorm

Seminar, presentations, class assignments, papers, reading, discussion

Toetsvorm

Presentation, Notes, Paper:

Students are required to present at least one model/theory of their choice and formulate questions and problems that will guide our discussion.

Throughout the course students will be assigned to write short snippets, either on particular aspects of the discussions or texts.

Students are required to write a paper. It will be our aim to submit and publish these papers in appropriate philosophy or cognitive science journals. However, publication of papers is not a requirement (weight: Class Assignments: 40 %, Paper: 60%).

Literatuur

The literature to be used or a reference to where a list of literature to be used will be published (e.g. digital blackboard)

Overige informatie

Please do not miss class without notice

Master Thesis Philosophy

Vakcode	W_MA1TH ()
Periode	Ac. Jaar (september)
Credits	18.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. J.M. Halsema
Examinator	dr. J.M. Halsema
Niveau	600

Moral Reasoning in Healthcare

Vakcode	W_MASP_PBH4 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. G.A.M. Widdershoven
Examinator	prof. dr. G.A.M. Widdershoven
Docent(en)	drs. S. Metselaar
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

Cognitive goals

Student should acquire knowledge of:

- recent developments in moral psychology and their relevance for moral philosophy;
- interactive approaches to moral philosophy (virtue ethics, dialogical ethics, feminist ethics);
- theory and methodology of empirical ethics research (reflective equilibrium, interactive empirical ethics);
- methods of reflection and reasoning relevant for clinical ethics (moral case deliberation).

Behavioural goals

Students should acquire competence in:

- comparing theoretical views on moral argumentation and reasoning;
- understanding the relevance and limitations of argumentation in medical ethics;
- applying various argumentative approaches to medical ethical problems;

- participating in moral case deliberation.

Inhoud vak

Medical ethics is practical, in that it starts from actual problems in healthcare, and tries to develop ways of dealing with these problems. It aims to reflect on practice, and to provide normative directions for practice. Although all approaches in medical ethics are focused on healthcare practice, we can distinguish between those approaches which emphasize theoretical reasoning as a means to improve practice, and those which emphasize the mutual relationship between moral argumentation and moral practice. In this course we will focus on the latter approaches, such as virtue ethics, dialogical ethics, and feminist ethics. We will investigate their theoretical background, as well as their applications in ethics research and in clinical ethics.

Moral psychology shows that people give arguments for their decisions after the fact. Moreover, these arguments are influenced by what other people think is important. This undermines the common presupposition that action can be based upon reasoning, which itself is not be influenced by preconceptions or prejudices. Recent approaches in moral philosophy take into account the situatedness and the limitations of moral reasoning. Our moral convictions are based upon a prior understanding of the world, which is enacted in a shared practice. Moral philosophy is based upon moral experience. Moral arguments refer to experience, and aim to make explicit practical knowledge. Moral reasoning can clarify why we experience moral tensions, and help us to find shared ways of dealing with them.

The course focuses on moral reasoning in healthcare practice. Healthcare professionals make moral decisions about treatment and care. How are moral decisions made? What makes moral decisions good or right? These questions will be addressed from the perspective of moral psychology and moral philosophy. The course also introduces tools for moral argumentation and deliberation.

Onderwijsvorm

- lectures;
- study of literature;
- assignments;
- group discussion;
- moral case deliberation;
- writing a paper.

Toetsvorm

Assignments; final paper (1500 words).

Literatuur

Will be specified in the course manual.

Personal identity in continental and analytical perspective - MA Specialization course History of Philosophy

Vakcode	W_MASP_HF014 ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. J.M. Halsema

Examinator	dr. J.M. Halsema
Docent(en)	dr. J.M. Halsema
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- acquires knowledge of and insight into the main positions upon personal identity in contemporary continental and analytical philosophy;
- acquires knowledge of and insight into the (ir)relevance of the notion of narrative identity;
- acquires knowledge of and insight into the distinctive styles of argumentation in continental and analytical philosophy;
- acquires knowledge of and insight into the differences between Ricoeur's phenomenology and Schechtman's "analytical phenomenology";
- trains writing skills and presentation skills, as well as argumentative skills.

Inhoud vak

In the nineties of the twentieth century in analytical as well as continental philosophy notions of personal identity saw the light, that have shown their importance for debates in and outside philosophy up to this day. In France, Paul Ricoeur published *Soi-même comme un autre* (1990; English translation *Oneself as Another*, 1992), a synthesizing study in which he articulates his philosophical anthropology of the capable human subject. Starting from the discussion on identifying reference in English language philosophy and the pragmatic discussion upon the speaking subject and action, he develops a notion of narrative and ethical identity that integrates the phenomenological and analytical perspective upon identity. A few years later, in 1996, the notion of the narrative self was brought to attention in the English-speaking philosophical world by Marya Schechtman with her *The Constitution of Selves* (1996). Instead of discussing personal identity in terms of the logical relation of identity, as is common in the analytical tradition, she claims that it should be understood in terms of the "characterization-question" that deals with beliefs, values, psychological features that make someone who s/he is. One of the questions we will address is how her "narrative self-constitution view" relates to Ricoeur's notion of narrative identity. Another question is whether Ricoeur's and Schechtman's account of narrative identity can deal with the fundamental critique of Galen Strawson in "Against Narrativity" (2004), who claims that his self-conception is "episodic" instead of continuous, as narrative notions of the self-presume.

Onderwijsvorm

A combination of lecture and discussion, on the basis of close reading of primary texts.

The relevant literature will have to be studied before each class. Active participation is required. Students will present one of their assignments.

Toetsvorm

Weekly written assignments on the literature (40%); presentation of one of the reflections in class (10%); paper of 3500 words (50 %).

Literatuur

The texts to be discussed are:

Ricoeur, P (1992) Oneself as Another. Transl. K. Blamey, Chicago & London: The Chicago University Press

Schechtman, M. (1996) The Constitution of Selves. Ithaca and London: Cornell University Press.

Schechtman, M. (2007) "Stories, Lives, and Basic Survival: A Refinement and Defense of the Narrative View". Royal Institute of Philosophy Supplement, 60, pp. 155-178.

Strawson, G. (2004) "Against Narrativity". Ratio XVII 4 december 2004, 428-452.

For additional literature see Blackboard.

Overige informatie

This course will be taught in English unless all participating students have both active and passive knowledge of Dutch. Either way, assignments and papers can be written in Dutch or English.

Phil. Management and Organization

Vakcode	W_PMO_PMO ()
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. J. van Diest
Examinator	dr. J. van Diest
Docent(en)	dr. J. van Diest
Lesmethode(n)	Werkcollege
Niveau	500

Philosophy of Arts: The phenomenology of seeing - MA Specialization course History of Philosophy

Vakcode	W_MASP_HF013 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. R.W. Munk
Examinator	prof. dr. R.W. Munk
Docent(en)	prof. dr. R.W. Munk
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- gains knowledge regarding the discussions of the phenomenology of seeing;
- gains insights into the discussions of the meaning of thinking, seeing, and its related terms as artireceives trainings with respect to:

1) the ability to address and analyse a variety of primary texts on the topic under discussion; 2) insights into the various conceptions of the topic under discussion in the history of modern and contemporary philosophy; 3) the communication of her/his views with other students.

Inhoud vak

The present course offers a discussion of the phenomenology of seeing as presented by Merleau-Ponty. Merleau-Ponty's exposition takes off as a discussion with Descartes on the nature of thinking and seeing. By way of an alternative to Descartes it articulates the thinking-of-seeing as 'an iconography', that is based on the analysis of the painting. The painting gives visible existence to what in an ordinary understanding of vision is believed to be invisible. The phenomenology of seeing operates according to a program and a rule which it does not obtain from itself. What is this program, what are these rules, what is seeing? These questions, and related ones, will be addressed in this course.

Onderwijsvorm

Lecture and seminar.

Philosophy of mind, life, and death

Vakcode	W_MASP_PBH1 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. G. Meynen
Docent(en)	dr. G. Meynen
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

The student:

- acquires knowledge of central approaches to medical ethics;
- acquires knowledge of challenges and possible applications of technology, in particular neuroscience, in health care;
- acquires insight in philosophical assumptions and arguments concerning mind, life and death;
- acquires insight in concepts of decision-making competences, autonomy, and responsibility in health care;
- acquires insight in different conceptions of medical ethics, in particular value-based practice;
- acquires competence in identifying and analysing conceptual and normative (value-laden) issues in medical practice (dilemmas), especially in areas mentioned above;
- acquires competence in written and oral analysis of and communication about these issues;
- acquires competence in sound and valid reasoning on these issues.

Inhoud vak

The course consists of three elements: (1) an introduction to central conceptions of medical ethics, and of values-based practice in particular; (2) an overview of core issues in healthcare professional -

patient interaction, concerning mind, life, and death; and (3) relevant themes in neurophilosophy, philosophy of mind.

The aim of the first element is to clarify how medicine can be understood as a normative and values-based practice. Clinical ethics consists of more than just the application of ethical norms or rules to a particular situation. Ethical advice and decision making depends on careful delineation and balancing of norms and value-laden views that are inherent to medical practice.

The second element informs the student about the (implicit) views of mind, (human) life, and decision-making competence in medical practice. For instance, ethical issues concerning coercive measures in psychiatry are discussed; autonomy and responsibility are crucial terms here.

The third element of the course deals with current discussions in neurophilosophy (which have huge impact on the general public). Topics that will be discussed are: free will, embodiment; the application of deep brain stimulation; neuroenhancement.

Onderwijsvorm

Writing a paper (final assignment); interactive lectures/courses; videos; study of literature; presentation (assignment); group discussion.

Toetsvorm

Assignment: presentation (has to be passed; no grade); final paper, approx. 2500 words (grade: 100%).

Literatuur

K. W. M. Fulford, Edward Peile, Heidi Carroll. Essential Values-Based Practice. Clinical Stories Linking Science with People. Cambridge, 2012. Several articles that will be available online (Library).

Philosophy of Quantum Mechanics

Vakcode	W_MASP_TF013 ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	K.J. Mcqueen
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student will:

- Be able to clearly formulate and explain one of the deepest theoretical problems of the modern age (the measurement problem) and the major contemporary solutions to it.
- Gain an appreciation of the aspects of quantum mechanics relevant to contemporary philosophical problems.
- Gain competence with philosophically problematic concepts in quantum mechanics.
- Gain an appreciation of the importance of science to philosophy,

and philosophy to science.

- Contribute to contemporary debates in the philosophy of quantum mechanics.

Inhoud vak

The course is based on one of the deepest and most philosophically engaging problems in modern science: the measurement problem in quantum mechanics.

The course assumes only high-school level mathematics and although it is aimed at philosophers, it is open to anyone interested in modern science and what it says about reality.

The measurement problem was originally put in its most vivid and provocative form by Erwin Schrödinger (1926), in his now infamous "Schrödinger's cat" thought experiment. Roughly: if the state of a macroscopic system (e.g. a cat's state of living) is set up so that it depends in some way on the state of a quantum particle, then quantum mechanics entails absurd results.

Schrödinger imagined a set-up in which a boxed cat is gassed to death if a particle decays, left alone if the particle does not decay. But the particle is neither decaying nor not decaying, instead it is in a peculiar quantum state: a "superposition" of both decaying and not decaying. Consequently, the cat evolves into a superposition of being both dead and alive.

Orthodox textbook quantum mechanics merely evades this problem by stipulating that measurements cause these superpositions to "collapse" into familiar definite states. The measurement problem refers to the imprecision of this criterion (does the cat measure/collapse the system? or human observer? or something else?).

A large portion of the course analyses contemporary solutions to this problem, with emphasis on the two most prominent solutions. The first removes the collapse stipulation and allows the cat (and consequently, the cat's environment) to "superpose". This is the Many Worlds theory. The second tries to make the collapse process precise, stipulating that collapse is caused spontaneously (on one version) or is caused by conscious observation (on another). All these solutions quickly run into thickets of philosophical problems, which engage philosophy of mind, metaphysics, epistemology, probability theory, and decision theory.

Onderwijsvorm

Classes will have a seminar-like format: a lecture, based on assigned readings, followed by discussion. Mid-way through the course a take-home exam will be distributed. The exam tests the student's grasp of the basic quantum formalism, the measurement problem, and includes short answer questions and a short essay. At the finale of the course the student must hand in an essay broadly relating to one or more solutions to the measurement problem.

Toetsvorm

Take-home exam: 40 %; final essay: 60%.

Literatuur

We begin studying a simplified mathematical formalism developed specifically for courses like this, in chapter two of:

Albert, D.Z. (1992). *Quantum Mechanics and Experience*. Harvard University Press.

We will also look at excerpts from:

Saunders, S., Barrett, J., Kent, A., & Wallace, D. (Eds.). (2010). *Many Worlds? Everett, Quantum Theory, and Reality*. Oxford University Press.

Wallace, D. (2012). *The Emergent Multiverse: Quantum Theory According to*

the Everett Interpretation. Oxford University Press.
 Albert, D.Z. (2015). After Physics. Harvard University Press.
 McQueen, K.J. (forthcoming). Four Tails Problems for Dynamical Collapse Theories. Studies in the History and Philosophy of Modern Physics.
 We will also analyse public debates between contemporary advocates of the different positions:

<http://www.worldsciencefestival.com/2014/06/measure-measure-can-reconcile-waves-particles-quantum-mechanics/>
<http://bloggingheads.tv/videos/1728>

All literature will be made available to students.

Philosophy, neuroscience and psychiatry - MA Specialization course Theoretical Philosophy

Vakcode	W_MASP_TF012 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. G. Glas
Examinator	prof. dr. G. Glas
Docent(en)	prof. dr. G. Glas
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- acquires knowledge about the (possible) impact of neuroscience on classical issues in philosophy of mind and ethics, like free will, consciousness, the self and the problem of evil;
- gains insight into how to relate philosophy to science and to address conceptual and moral issues at the boundary between neuroscience, professional practices (like psychiatry) and philosophy;
- acquires communicative skills in addressing these issues both orally and written, in an academic and in a public context.

Inhoud vak

This course (1) investigates the impact of neuroscience on classical philosophical issues such as free will, the nature of consciousness, the self, and the problem of evil and (2) gives an in-depth analysis of philosophical and ethical issues that are part of neuroscientific research and of the application of neuroscientific insights in professional practices and in the communication with the general public.

Onderwijsvorm

Interactive lectures (in English); video; discussion of the literature.

Toetsvorm

Final paper (2500 words) with in-depth discussion of one the questions/issues that were addressed during the course. The final mark depends on the quality of the paper (70%) and the quality of participation in class (presentations, pitches, discussion) (30%). From the very beginning of the course students can be asked to a pitch on a subject addressed in the literature of the lecture.

Literatuur

Literature will be provided at the Blackboard.

Potency in Ancient and Medieval thought (a selection of texts) - MA Specialization course History of Philosophy

Vakcode	W_MASP_HF012 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. O.L. Lizzini
Examinator	dr. O.L. Lizzini
Docent(en)	dr. O.L. Lizzini
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The aim of the course is twofold: the students will learn how to read philosophical texts, on the one hand and on the other, learn how to follow the historical and conceptual development of a philosophical idea.

The student:

- acquires a fundamental knowledge of the philosophical themes related to and implied by the concept of possibility and/or potentiality in the texts and the authors under consideration (Aristotle, some of the Neoplatonic thinkers in both the Greek and the Arabic traditions, Avicenna and Thomas Aquinas).
- develops a general understanding of the main conceptual issues related to the topic of possibility and/or potentiality (e.g. the notions of becoming and being, possibility and necessity, and creation and divine power).
- acquires the skills of reflecting on philosophical texts (in translation), formulating their own questions, analysing and elaborating philosophical arguments (e.g. drawing conclusions, indicating conceptual difficulties in the texts, and critically evaluating philosophical positions).

Inhoud vak

Related to the ideas of capacity, faculty and power (virtus), potency is in Aristotle's philosophy, together with the concept of act (energeia, entelecheia), the key to explaining movement and becoming. Moreover, since "potency and actuality extend beyond the cases that involve a reference to motion" - everything except the First Principle can be explained in terms of becoming -, the concept of potency (in Greek dynamis) can be used not only to explain physical causality, but also to clarify elements pertaining to ethics and psychology and – of primary importance – to metaphysics.

During the course two main directions will be followed: on the one hand, we will examine the concept of potency by considering Aristotle's discussion of it in his *Metaphysics*, in V, 7 and 12, VII, 7, 8, 9, *Phys.*

I, 7, 8 and IX (possibly also De an., II, 5 and III, 4-6 will be analysed). On the other, we will follow the course of the concept of potency in its historical development, examining some of the pre-Aristotelian (the Megarians and Plato) and the post-Aristotelian developments (Plotinus, the Arabic Plotinus, Yahya ibn 'Ad, Avicenna, and finally, some texts of Thomas Aquinas).

Onderwijsvorm

Almost each lecture will include the careful reading of a philosophical text and a critical discussion about it.

Toetsvorm

Assignment (30 %); written exam (a paper, 70%)

The text will be read and analyzed during the classes. Attendance is therefore obligatory (at least 80% attendance is required) because it is necessary to the realization of the aim of the course.

Literatuur

The bibliography and a more detailed description will be available on Blackboard before the beginning of the course.

Overige informatie

A general knowledge of the history of ancient and medieval Philosophy is an advantage but not a prerequisite.

Practical Guidelines for Philosophical Conversations in Organizations

Vakcode	W_PMO_PRAGUI (164017)
Periode	Periode 1+2+3+4+5
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	drs. H. Boers
Examinator	drs. H. Boers
Lesmethode(n)	Werkcollege
Niveau	600

Doel vak

The student:

- understands the importance and added value of philosophical conversations in organizations;
- gets acquainted with practical guidelines to facilitate these philosophical conversations in organizations;
- gains insight in the theoretical background of philosophical practice;
- develops ones own vision on the added value of philosophy for organizations;
- creates ones own style in conducting philosophical conversations;
- learns to design formats for philosophical conversations in organizations.

Inhoud vak

Following the handbook Free Space: philosophy in organizations and Free Space: fieldguide students will learn to work with a broad selection of guidelines derived from the Liberal Arst Dialectic, Retic and Grammar

Onderwijsvorm

During the classroom sessions the teacher will demonstrate the methods. In between the sessions students will practice in small groups and individually.

Toetsvorm

In the final conversation with the teacher the students will be assessed on:

- (1) Their attendance of the classroom sessions; (2) Their contributions during these sessions; (3) The assignments during the course (50%).
- (4) The reflections on the classroom sessions and their own experiments;
- (5) Their reflection on their individual assignments; (6) Their philosophical diary (30%).
- (7) Their understanding of the background literature; (8) Their reflection on this course and its position in the Master Philosophy of Management and Organization (20%).

Literatuur

Free Space: philosophy in organizations (Jos Kessel, Erik Boers, Pieter Mostert).

Free Space: fieldguide to conversations (Jos Kessel, Erik Boers, Pieter Mostert).

Philosophy as a way of life (Pierre Hadot).

All three books available in Dutch as well.

Overige informatie

Attendance compulsory (compensated by visiting a Socratic Café or by an additional assignment)

Responsibility and Ignorance - MA Specialization course Theoretical Philosophy

Vakcode	W_MASP_TF011 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. J.J.W. Wieland
Examinator	dr. J.J.W. Wieland
Docent(en)	dr. J.J.W. Wieland
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- obtains knowledge about the current debate on responsibility and ignorance;
- gains understanding of the views and arguments in this debate;
- and acquires the tools to think thoroughly about these things and to take his/her own position on the responsibility question.

Inhoud vak

Quite a few of the products we have in our possession are made in suspect circumstances. It might well be that our clothing, coffee, electronics, etc. are made by people who work in slavery-like

conditions. The question is: do we have any duty to inform ourselves about our so-called slavery footprint? Or does our ignorance provide an excuse in such cases?

In this course, we will delve into a number of fascinating issues in present-day ethics and epistemology. A sample of the issues: When does ignorance provide valid excuses? Why do we have a duty to inform ourselves? Are such duties moral or epistemic? Are such duties context-dependent? What do responsibility and blame entail? How does ignorance relate to other dimensions of responsibility (such as control)? What is the role of epistemic virtues such as attentiveness, and vices such as indifference? What is ignorance? How does ignorance relate to luck? Can ignorance provide an excuse for beliefs as well as for actions? What can philosophers say about the slavery footprint? Should philosophers use experimental methods in addition to thought experiments?

Onderwijsvorm

Classroom seminar.

Toetsvorm

4 take-home exams (25% each).

Literatuur

Given the recent developments in the field, we will mostly be reading articles from the past few years (to be announced on Blackboard).

Responsibility, Technology and Organizations

Vakcode	W_PMO_RTO ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. J. van Diest
Examinator	dr. J. van Diest
Docent(en)	dr. J. van Diest
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

Knowledge of and being able to reflect independently on fundamental concepts and perspectives on technology, freedom, responsibility, human actions and organisations as described in the course content.

Inhoud vak

In a broad sense the capacity of responsibility is defined as the capacity to respond appropriately to given situations. However, without the notion of freedom it seems not possible to make sense of responsible actions. To deepen the insight in the problem of freedom, at least five concepts or 'ideal types' of freedom will be distinguished that will be used as analytical tools for further analysis and reflections.

The relation between the functioning of organizations and freedom resp. responsibility seems not to be clear at all. This will become clear by studying basic types of organisations:

in many cases they are considered as a kind of 'machine' or 'system'. The conclusion must be that 'technological thinking' is not restricted to the production and functioning of material products or processes but is also 'applied' in the process of organizing. For this reason there seems to be a tendency to exclude freedom (and responsibility) within organizations in so far as ('organisational') technological thinking implies the reduction of chance, unpredictability and uncertainty, concepts that can be connected with those of freedom and responsibility (cf. 'whistle blowing').

However, from a historical point of view it can be argued that the 'concrete' development of freedom - in a broad sense - was interconnected with scientific and technological developments, at least in the context of the Enlightenment and the rising 'modernity'. Some texts will be studied in which this connection becomes manifest (e.g. Bacon, Comte, Carnap).

More or less at the same time critical voices arose that are still to be heard and express a concern about the consequences of this development for human's freedom and dignity: (e.g.) Rousseau, Romantics, Bergson, Jonas, Heidegger, Ellul, Mumford, Illich. Some elements of this concern will be discussed in connection with a reflection on some basics of scientific and technological rationality (A. Schmitt). It seems plausible that some of these problems can be related to the problem of freedom and responsibility within and around organisations.

On the one side organizations can be considered as the product of human freedom, on the other side they seem to tie it up that same freedom. (cf. the 'Iron cage' of Weber). Some texts will be studied to make this clear. (e.g. Weber/Löwith, Marcuse, Foucault).

However, it is also plausible that even in an technological or ureaucratical approach to organizations there seems - by necessity- to be space for freedom and responsibility, not only on the 'top' of them but also in the 'basis'. This will be argued by using some thoughts of (e.g.) Mechanic, Feenberg, Mintzberg and van Diest. This course will be concluded by a reflection on questions about (organisational) responsibility related to the themes: sustainability, marketing and the social realm.

Onderwijsvorm

Combination of lectures; presentations by students; discussions.

Toetsvorm

Paper.

Literatuur

Manual/handbook. To be published digitally on Blackboard.

Seminar Ma Philosophy of management and Organization

Vakcode	W_MASE_MO ()
Periode	Periode 1+2+3+4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)

Coördinator	dr. C.H. Krijnen
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- has a fundamental understanding of M&O;
- has academic skills in philosophical reading, analysing and evaluating non-philosophical text.

Inhoud vak

During the last 15 years there has been a growing interest in the philosophy of management and organization. This interest is not only confined to academics. Also among practitioners there is an increasing consciousness of some matters for example, the meaning of responsibility and freedom for/in organizations, the proper role of management, etc., being so intricate, that philosophical reflection might be helpful in clarifying relevant issues. Moreover, during the rise of management as a practice and theory of its own (second half of the 19th and the beginning of the 20th century) often the expression "philosophy of management" has been used, which can be considered as the philosophy of a particular discipline. Indeed, early writers on management considered what they did as the development of a new philosophy, sometimes referring to particular philosophers and philosophy in general. Some of their works are classical in the sense that they have been constitutional of the field at issue and still of interest. In the course we will study a number of such classical texts from a philosophical point of view.

These texts deserve a philosophical reading. Every philosophy of a particular discipline has to give attention to epistemological and ontological matters, as well as to ideas related to what might be expected from responsible action in connection with the practice involved ('business ethics'). In this course we will be looking at crucial distinctions or demarcations (conceptual or ontological), fundamental presuppositions and un-clarities concerning, inter alia, knowledge, the relation between theory and practice, the value of management in connection with the wider society. This might perhaps also be of interest for those who want to make a contribution to the historiography of management, yet, it is not itself such a contribution. The emphasis lies on immanent and transcendental critique of views and arguments presented, what is said and how it is said, what is left out of consideration, etc. A historian once said "the past still thinks in us". When this is the case, and classical texts are part of that past, the attempted philosophical reading might be relevant for our own critical self-understanding too.

Onderwijsvorm

Interactive reflection with students on material at issue.

Toetsvorm

Short papers for each meeting during course (philosophical analyses, 1.000-1.500 words); active and well prepared participation in the meetings; an oral presentation of one the texts (shortly the content of the text and mainly a philosophical analyses of it, 13-15 minutes); revised and extended written version of the presentation, integrating the results of the discussion about the presentation and relevant

insights from the other meetings (2.250-2.500 words).

Grade: Final paper: 80 %, oral presentation: 20 %.

Literatuur

F. Taylor, Principles of Scientific Management
H. Fayol, General and Industrial Management
Ch. Barnard, The Functions of the Executive.
M.Parker Follett, Dynamic Administration (selection).
R. Scott, Organizations: Rational, Natural, and Open Systems (ch. 1-5)
M.J. Hatch/A.L. Cunliffe, Organization Theory. Modern, Symbolic and Postmodern Perspectives (ch.1).
M. Reed, 'Reflections on the 'Realist Turn' in Organization and Management Studies' in: Journal of Management Studies 42.
Ch. Krijnen, Thinking about Organization: From Organization Theory to Organizational Ontology (concept).

Aanbevolen voorkennis

See admission criteria for Ma Phil of M&O.

Overige informatie

There will be 6 monthly meetings, starting beginning of October until the beginning of March. Student attention obligatory. Who misses more than 2 meetings cannot complete the course as the course objectives can be realized only via intensive interaction during the meetings.

The Contemporary Speculative Turn to Realism - MA Specialization course Theoretical Philosophy

Vakcode	W_MASP_TF014 ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	dr. ir. G.J.E. Rutten
Examinator	dr. ir. G.J.E. Rutten
Docent(en)	dr. ir. G.J.E. Rutten
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- gains clear insight into the key presumptions of speculative realism, its main theses and its most important foundational texts;
- becomes familiar with leading thinkers and distinct positions within speculative realism;
- gains the ability to critically assess and compare these different views;
- develops a view of his own on the project of speculative realism.

Inhoud vak

Post-Kantian critical philosophy has focused almost exclusively on discourse and consciousness as what constitutes reality. Reality appeared only as the correlate of language or thought. Yet, in recent years one can detect a new development within philosophical thought. By

contrast with the focus of post-Kantian critical philosophy on discourse and consciousness, a number of philosophers within the existential and phenomenological tradition turned again towards reality in itself. This movement is known as 'Speculative Realism'.

The adjective 'speculative' might suggest a return to pre-Kantian dogmatic philosophy. This is however not the case. Speculative realist thinkers purport to think reality in itself again, without falling back to pre-critical unreflective thought.

Speculative realists share a strong resistance to post-Kantian philosophies of human finitude. They reject the Kantian idea that we only have access to the 'correlation' or interplay between thinking and being, and never to one of them considered apart from the other.

Further, these thinkers want to overcome the Kantian presumption that our human access to reality is somehow privileged. The target of philosophical reflection is thus shifted away again from the 'thought-world correlate'.

Apart from these commonalities, there are important differences between leading speculative realists. Core members within speculative realism are Quentin Meillassoux (defending 'speculative materialism'), Graham Harman and Levi Bryant (defending 'object oriented ontology'), and Tristan Garcia (defending a 'flat ontology').

Onderwijsvorm

In this course we shall explore a number of fundamental texts that are generally considered to be representative of speculative realist thought and which founded the school of speculative realism. The course will have the form of a seminar. We study and reflect together on works in this growing and fascinating movement within contemporary philosophy. Students are expected to actively participate by contributing to the discussion and giving a talk.

Toetsvorm

The student gives a talk during the seminar (15 minutes each), writes a paper (around 4000 words) and engages in an oral exam (45 minutes). The student gets a grade for (i) the talk, (ii) the paper and (iii) the oral exam. The student's final grade is the arithmetical average of these three grades.

Literatuur

Literature includes (but is not limited to):

Selected chapters from *After Finitude: An Essay on the Necessity of Contingency* by Quentin Meillassoux.

'The Current State of Speculative Realism' in *Speculations*, 'Meillassoux's Virtual Future' in *Continent*, and 'The Road to Objects' in *Continent* by Graham Harman.

Selected essays from *The Speculative Turn: Continental Materialism and Realism* edited by Levi Bryant, Nick Srnicek, and Graham Harman.

Selected chapters from *Form and Object: A Treatise on Things* by Tristan Garcia.

All literature will be published on Blackboard.

The Ethics of Responsibility - MA Specialization course Practical Philosophy

Vakcode	W_MASP_PF006 ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. M.V.B.P.M. van Hees
Examinator	prof. dr. M.V.B.P.M. van Hees
Docent(en)	prof. dr. M.V.B.P.M. van Hees
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student gains:

- detailed knowledge of theories of (retrospective and prospective) responsibility;
- insight into the main philosophical controversies concerning responsibility;
- the ability to develop and defend one's own philosophical position;
- the ability to apply theories of responsibility to particular moral problems.

Inhoud vak

This specialization course offers a state of the art overview of our thinking about the nature and value of moral responsibility. The course starts with a discussion of theories in which responsibility refers to moral duties (prospective responsibility). Authors that are included here are, among others, Kant, Arendt, Jonas, Sartre, MacIntyre, and Korsgaard.

Next we move to discussions about responsibility for actions we performed in the past (retrospective responsibility). Here the focus is on the relation between responsibility and free will, but we also examine how our moral duties affect that relation.

In the last part of the course, the students will apply the notion of responsibility in a particular context. For this purpose, each student will choose one of the following themes: future generations, health care, political responsibility, corporate responsibility, responsibility and the law.

Onderwijsvorm

Seminar.

Toetsvorm

Take home exam (50% of final grade) and final essay (50%). The take home exam will cover the readings that are required for all students.

Literatuur

Required readings:

Selection of classic texts (Kant, Arendt, Sartre, Jonas, and others).

John Martin Fischer and Mark Ravizza (eds.), *Perspectives on Moral Responsibility*, Ithaca: Cornell UP, 1993

Selection of texts based on the student's essay topic.

Transcendental Unity – From Aristotle to Kant - MA Specialization course History of Philosophy

Vakcode	W_MASP_HF015 ()
Periode	Periode 4
Credits	6.0
Voertaal	Engels
Faculteit	Faculteit der Geesteswetenschappen (Wys)
Coördinator	prof. dr. W. Goris
Examinator	prof. dr. W. Goris
Docent(en)	prof. dr. W. Goris
Lesmethode(n)	Hoorcollege
Niveau	600

Doel vak

The student:

- has insight in a fundamental philosophical problem, i.e. the relation between being and the one in Classical Antiquity, Arabic philosophy, the Latin Middle Ages and Early Modernity up to Kant.

Inhoud vak

What is unity? What is its relation to being? What is metaphysics? What is the relation between Kant's transcendental philosophy to the medieval form of transcendental philosophy? What was the contribution of Arabic philosophy to the tradition of metaphysics? Is the Aristotle read by Latin medieval authors identical with the Aristotle read by Alexander of Aphrodisias? Like questions are addressed in this course, taking our lead from the central metaphysical concept of unity. The course gives a detailed oversight, informed by the latest scholarly literature, of the major developments in the reflection on unity in the Aristotelian tradition and presents evidence for the claim that the relation between being and the one, and hence metaphysics as a science, acquired a major transformation within the medieval doctrine of the transcendentals.

Onderwijsvorm

Lecture and seminar.

Toetsvorm

Paper (100%).

Literatuur

Reader with literature will be published on Blackboard.