



Master in Modern and Contemporary European Philosophy

Semester 1

	Vorlesung (UE)	Übung (UE)	ECTS
Séance d'information			0
MOODLE Information Session Master Philo (Optional)	2		0
Module 1 : Early modern European philosophy			15
Rationalism (Optional)	28		5
Empiricism: Moral Values as Projections? (Optional)	28		5
Module 2 : Kant and German Idealism			20
Kant (Optional)	28		5
German Idealism I (Optional)	28		5
Module 3 : 20th century and contemporary European philosophy			20
Nietzsche/Philosophy of Existence/Hermeneutics: From Nietzsche to Heidegger (Optional)	28		5
Contemporary European Philosophy I (Optional)	28		5
Module 5 : Optional Module			15
Internship (Optional)			5
Philosophy of Law (Optional)	28		5

Semester 2

	Vorlesung (UE)	Übung (UE)	ECTS
Module 1 : Early modern European Philosophy			15
Philosophy of Enlightenment (Optional)	28		5

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	Vorlesung (UE)	Übung (UE)	ECTS
Module 2 : Kant and German Idealism			20
German Idealism II (Optional)	28		5
Transcendental philosophy (Optional)	28		5
Module 3 : 20th century and Contemporary European Philosophy			20
Phenomenology: Phénoménologie de la conscience et de l'esprit (Optional)	28		5
Module 4: Master module			20
Master Colloquium 1 (Optional)	28		5
Module 5 : Optional module			15
Vom Roman zum Theatertext auf die Bühne. Ein dramaturgisches Projekt (Luxemburg) (Optional)	28		5
EU Law	30		5

Semester 3

	Vorlesung (UE)	Übung (UE)	ECTS
Module 3 : 20th century and Contemporary European Philosophy			20
Contemporary European Philosophy II (Optional)	28		5
Module 4: Master Module			20
Master Colloquium (b) (Optional)	28		5
Module 5 : Optional Module			15
The Greeks and the others: the Orient in the greek perception (Optional)	28		5

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Semester 1

MOODLE Information Session Master Philo

Modul:	Séance d'information (Semester 1)
ECTS:	0
Sprache:	Français
Pflichtkurs:	Non
Professor:	PARNIAN Shahed

Rationalism

Modul: Module 1 : Early modern European philosophy (Semester 1)

ECTS: 5

Course learning outcomes: Students read with comprehension and interpret central texts by Descartes, Spinoza and Leibniz on the nature of intuition and intuitive knowledge. They analyze and reconstruct these texts, identify and evaluate its problems and develop solutions to these problems. Moreover, students make systematic connections between early modern conceptions of intuition and recent developments in contemporary philosophy.

Beschreibung: "Intuition" is a key philosophical concept (not only) in early modern philosophy. In this course we interpret, analyze and discuss central texts on intuition by Descartes, Spinoza and Leibniz (Locke). We discuss what their conceptions of intuition look like, what function they attribute to intuition and what the differences in their understanding of intuition are. We also relate early modern conceptions of intuition to relevant debates in contemporary philosophy.

Bibliografie

Descartes, R., *Meditations on First Philosophy*

- Rules for the Direction of the Natural Intelligence.

- Discourse on Method.

Spinoza, B. de, *Ethics Demonstrated in Geometrical Order*.

Leibniz, G.W.F., *New Essays Concerning Human Understanding*.

- *Meditations on Knowledge, Truth, and Ideas*.

Bonjour, L. (1998): *In Defense of Pure Reason. A Rationalist Account of A Priori Justification*, Cambridge 1998.

Bonjour, L. (2002): *Epistemology. Classical Problems and Contemporary Responses*, Oxford 2002.

Gutting, G. (1998): *Rethinking Intuition: A Historical and Metaphilosophical Introduction*, in: DePaul, M./Ramsey, W. (Hrsg.): *Rethinking Intuition*, Lanham 1998, pp. 3-13.

Hintikka, J. (1999): *The Emperor's New Intuitions*, in: *The Journal of Philosophy* 96 (1999), pp. 127-147.



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Kornblith, H. (1998): The Role of Intuition in Philosophical Inquiry: An Account with No Unnatural Ingredients, in: DePaul, M./Ramsey, W. (Hrsg.): Rethinking Intuition, Lanham 1998, pp. 129-141.
Van De Pitte, F. (1988) : Intuition and judgement in Descartes's theory of truth, in : Journal of the History of Philosophy 26 (1988), S. 453-470.

Sprache: Anglais
Pflichtkurs: Non
Evaluation: **Paper (3000 words) or 30 min. oral exam**
Professor: HEIDEMANN Dietmar

Empiricism: Moral Values as Projections?

Modul: Module 1 : Early modern European philosophy (Semester 1)
ECTS: 5
Course learning outcomes: Knowledge of the sentimentalist approach to ethics (message, history, varieties, pros and cons) and the competence to discuss and assess the approach.
Beschreibung: The course is about moral sentimentalism, which in empiricism is the most influential approach to ethics. Sentimentalists claim that we experience actions or attitudes as good or evil, right or wrong, virtuous or vicious, and that we do so by a special sense – a moral sense that delivers moral sentiments. We will make parts of the journey on our own, thinking without texts, but central passages of various texts, including excerpts from David Hume's Treatise of Human Nature (1739/40), will also be processed. Vital for the course is everybody's willingness to prepare answers to questions from each session to the next and to present, in every session, the answers in class.
Sprache: Anglais
Pflichtkurs: Non
Evaluation: A written exam, in English, towards the end of the teaching period.
Professor: FEHIGE Christoph

Kant

Modul: Module 2 : Kant and German Idealism (Semester 1)
ECTS: 5
Course learning outcomes: Students read with comprehension, and interpret the transcendental deduction of the categories in Kant's "Critique of Pure Reason". They analyze and reconstruct the deduction's argument, identify and evaluate its problems and develop solutions to these problems. Moreover, students learn how to refer the central questions of the deduction to the post-Kantian and contemporary developments of philosophy.

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Beschreibung:	<p>In this course we interpret, analyze and discuss Kant's theory of space and time. We mainly look at how Kant, in the transcendental aesthetic of the Critique of Pure Reason, argues for space and time as forms of intuition but also pay attention to the theory of space and time in Kant's philosophy of nature. The course concentrates on three questions: What is the aim of the transcendental aesthetic? Are the arguments from space and time convincing proofs their apriority, necessity and objectivity? What are the main problems of Kant's critical theory of space and time?</p> <p>Bibliography: Kant, I, Critique of Pure Reason. Trans. and ed. P. Guyer & A. Wood. Cambridge 1998: Cambridge University Press. - Theoretical Philosophy after 1781. Trans. and ed. H. Allison & P. Heath. Cambridge 2002: Cambridge University Press. Allison, Henry E., Kant's Transcendental idealism, An Interpretation and Defense, New Haven, London 2004. Buroker, Jill Vance, Space and Incongruence. The Origin of Kant's Idealism, Dordrecht 1981. Falkenstein, Lorne, Kant's Intuitionism. A Commentary on the Transcendental Aesthetic, Toronto 1995. Guyer, Paul, Kant and the Claims of Knowledge, Cambridge 1987. Warren, Daniel, "Kant and the Apriority of Space", in Philosophical Review 107 (1998), pp. 179–224</p>
Sprache:	Anglais
Pflichtkurs:	Non
Evaluation:	Paper (3000 words) or oral exam
Professor:	HEIDEMANN Dietmar

German Idealism I

Modul:	Module 2 : Kant and German Idealism (Semester 1)
ECTS:	5
Course learning outcomes:	<p>The Students will be made familiar with the key concepts of Hegels Practical Philosophy and situate in a systematic perspective Hegel's Social and Political Philosophy between two political conceptions : the contemporary formulations of Political Liberalism and Communitarianism. The seminar will highlight Hegel's critique of political Liberalism on the one side and the elements Hegel's practical philosophy has in common with communitarianism, on the other side. The main goal ist to underline Hegel's presence in contemporary social and political philosophies.</p>
Beschreibung:	<p>The course will begin with a general introduction to Hegel's philosophy as one of the most important moment in German idealism and focus on Hegel's social and political philosophy. Emphasis will be put on Hegel's originality as a philosopher who tries to unite two different traditions in social and political philosophy : modern social and political theories and non modern and romantic conception of political life. In this sense his practical philosophy is one of the best ways to introduce and illustrate the main controversies in contemporary social and political philosophical theories.</p> <p>Bibliography</p>

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A short bibliography will be distributed at the beginning of the seminar. The seminar will be mainly based on Hegel's Philosophy of Law

Sprache:	Anglais
Pflichtkurs:	Non
Evaluation:	
Professor:	SOSOE Lukas

Nietzsche/Philosophy of Existence/Hermeneutics: From Nietzsche to Heidegger

Modul:	Module 3 : 20th century and contemporary European philosophy (Semester 1)
ECTS:	5
Course learning outcomes:	Students will be able to understand some main issues at stake in Nietzsche's and Heidegger's philosophical works, as well as to critically discuss some of their views.
Beschreibung:	<p>This course explores some central themes in Nietzsche's and Heidegger's philosophies viewed from a both historical and contemporary perspective. We begin with a very brief historical introduction which focuses on the so-called 'identity crisis of philosophy' and contrasts Nietzsche's and Heidegger's views with the Plato renaissance in neo-Kantianism. We then narrow down the scope of the course by zooming on specific topics. The first part of the course consists in an overview of Nietzsche's thoughts about topics such as music, truth, the self, values, and self-overcoming. The second part addresses Heidegger's efforts toward a better understanding of factual life, the person, norms, emotions, and language.</p> <p>Bibliography: Complete editions: Nietzsche, F. 1967-. Werke. Kritische Gesamtausgabe. Berlin/New York: de Gruyter, 1967 (see also the Digital Facsimile Edition by Paolo D'Iorio, available on <http://www.nietzschesource.org/facsimiles/DFGA>). Heidegger, M. 1975-. Gesamtausgabe. Frankfurt am Main: Klostermann. Recommended reading: Nietzsche, F., 2005. 'Ecce Homo: How to Become What you Are.' In The Antichrist, Ecce Homo, Twilight of the Idols and Other Writings. Cambridge: CUP, p. 69-152. Emden, C. 2014. Nietzsche's Naturalism. Cambridge: Cambridge University Press. Heidegger, M. 1993a. Sein und Zeit (1927). Tübingen: Niemeyer, 17th ed. Engl. trans. J. Macquarrie and E. Robinson, Being and Time, London, SCM Press, 1962; new engl. trans. Joan Stambaugh, revised by Dennis J. Schmidt, Albany, New York: State University of New York Press, 2010, part 1. Crowell, S. 2013. Normativity and Phenomenology in Husserl and Heidegger. Cambridge: Cambridge University Press. Material for the classes will be made available on Moodle.</p>
Sprache:	Anglais
Pflichtkurs:	Non
Evaluation:	Il students will be required to take an active part in class discussions throughout the semester and to prepare a paper on some relevant topic. A powerpoint version of the paper will be presented in class in one or other of the two closing sessions in December.



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Grade will be determined by:

1. class participation
2. 15-minute class presentation in English
3. paper (3000 words/10 pages, written in English, French or German, deadline for final version: January 14, 2019)

Papers are expected to meet the academic standards in terms of language quality, clarity and logical articulation, full-blown references, etc. They should be sent by email to a.dewalque(a)ext.uni.lu by January 14 at the latest.

Professor: DEWALQUE Arnaud

Contemporary European Philosophy I

Modul: Module 3 : 20th century and contemporary European philosophy (Semester 1)

ECTS: 5

Course learning outcomes: The students work on an advanced topic in contemporary philosophy. They acquire the relevant concepts and conceptual distinctions, come to know the most important approaches, and try to critically assess the views put forward by prominent authors. A systematic understanding of epistemological phenomena is the central goal.

Beschreibung: The simple starting point for our studies is the question: What is knowledge? More recently, within the post-Gettier discussion, it has been emphasized that a theory of knowledge must preserve the intuition that knowledge is more valuable than merely true belief. This is known as the so-called 'value problem'. So the question can be put in the following way: What is knowledge such that it is more valuable than merely true belief? – An interesting approach has been proposed by Ernest Sosa and John Greco, within the framework of so-called virtue epistemology. According to this proposal, knowledge is of special epistemic value since it involves the exercising of an epistemic competence (epistemic 'virtue'). We would like to study the value problem and, in particular, the solution provided by virtue epistemology. Epistemic normativity will take center stage. Hybrid views, like Duncan Pritchard 'anti-luck virtue epistemology', combining the virtue idea with other ideas, will be studied. Finally, Williamson's 'Knowledge-First' view will be discussed.

Bibliography:

Pritchard, D., What is this thing called knowledge?, Routledge, 2006.

Greco, J., Achieving Knowledge, Cambridge University Press, 2010.

Sosa, E., A Virtue Epistemology, Vol. I, Oxford University Press, 2009.

Pritchard, D., Anti-luck virtue epistemology, Journal of Philosophy 109:3, 247-49, 2012.

Williamson, T., Knowledge and Its Limits, Oxford University Press, 2000.

Sprache: Anglais

Pflichtkurs: Non

Evaluation: Presentation and paper (3000 words)

Professor: HOFMANN Frank

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Internship

Modul:	Module 5 : Optional Module (Semester 1)
ECTS:	5
Sprache:	Français
Pflichtkurs:	Non

Philosophy of Law

Modul:	Module 5 : Optional Module (Semester 1)
ECTS:	5

Course learning outcomes: Introduce students to the fact that human rights are not only a serie of principles or values. Their several interpretations and critics refer to explicit or implicit doctrines . According to the underlying doctrine, human rights may appear in different light. This course will be dedicated to a modern sociological non axiological interpretation of human rights and its limits.

Beschreibung: On a sociological dogmatic of human rights: a philosophical analysis
According to certain sociological theories, notably Niklas Luhmann's strand of systems theory, human rights are not so much values the scope of which is ethical. Rather, they are merely a matter of sociological mechanisms developed for the individual's protection which appeared with the passage to the modern world from more communitarian, traditional societies.
The course aims to subject this thesis to a properly philosophical analysis. More specifically, what does the thesis mean? Why would a sociological protection mechanism not be a value? What does systems theory understand by "value" and why can a sociological mechanism not be a value? At the philosophical level, does this thesis necessarily refute the traditional ethical and political understanding of human rights?
We shall first see, in broad outline, 1.) the doctrine of human rights such as it was formulated in early human rights declarations, both American (The Virginia Bill of Rights, 1776) and French (Déclaration des droits de l'homme et du citoyen, 1789). We shall then 2.) present several key concepts from systems theory before taking up in the last part 3.) the sociological doctrine put forward by systems theory.
A bibliography comprising a selection of works will be made available at the first session.

Sprache:	Anglais
Pflichtkurs:	Non
Evaluation:	Each participant is committed to giving a short presentation as part of the overall course assessment.
Professor:	SOSOE Lukas



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Semester 2

Philosophy of Enlightenment

Modul:	Module 1 : Early modern European Philosophy (Semester 2)
ECTS:	5
Beschreibung:	<p>The 18th century Enlightenment has suffered from being interpreted too much after the fact, by both supporters and critics. This course will attempt to provide a more accurate interpretation by placing it in its own times. In particular, it will emphasise how the scientific revolution of the 17th century effected a break with the past, and, by installing new conceptions of knowledge and its foundations, undermined traditional authority in religion and politics as well as philosophy. Topics will include: the role accorded to Descartes' Discourse as an ideological weapon against tradition; the central role played, even amongst the French, by the empiricism of Bacon, Locke and Newton; the ideal of "Reason" as the ideal of individual autonomy (not of rationalist philosophy), and its concomitant elevation of (a secularized version of) the idea of individual rights; Newtonian science and the rise of Deism and the argument from design; the consequent revival of Stoic and Epicurean ethical views; and the important role of Spinoza's Theological-Political Treatise in the radical thought of the French Revolution. Particular attention will be paid to Hume's Enquiry concerning Human Understanding, which captures key Enlightenment themes in its argument that a version of empiricism implies that the human being is an inertial machine, and as such incapable of plumbing nature's depths, and therefore also incapable of knowing any putative religious truths.</p>
Sprache:	Anglais
Pflichtkurs:	Non
Evaluation:	final paper (3000 words / 10 pages)
Remark:	<p>Bibliographie:</p> <p>Lucretius, On the Nature of Things</p> <p>Marcus Aurelius, Meditations</p> <p>Grotius, On the Laws of War and Peace</p> <p>Descartes, Discourse on Method</p> <p>Hobbes, Leviathan</p> <p>Spinoza, Ethics</p> <p>Spinoza, Theological-Political Treatise</p> <p>Locke, An Essay concerning Human Understanding</p>

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Locke, Two Treatises of Government

Shaftesbury, Characteristicks of Men, Manners, Opinions, Times

Voltaire, Letters on the English Nation

Rousseau, Discourse on the Origin of Inequality

D'Alembert, Preliminary Discourse to the Encyclopedia of Diderot

La Mettrie, Machine Man

Hume, An Enquiry concerning Human Understanding

Hume, An Enquiry concerning the Principles of Morals

D'Holbach, The System of Nature

Kant, An Answer to the Question: What is Enlightenment?

A. Bailey & D. O'Brien, Hume's Enquiry concerning Human Understanding(Continuum, 2006)

S. Buckle, Hume's Enlightenment Tract(Oxford, 2001)

E. Cassirer, The Philosophy of the Enlightenment(Princeton, 1979)

S. Fleischacker, What is Enlightenment?(Routledge, 2013)

M. Frazer, The Enlightenment of Sympathy(Oxford, 2010)

P. Gay, The Enlightenment(Norton, 1966, 1969; 2 Vols)

S. Gaukroger, The Natural and the Human(Oxford, 2016)

G. Himmelfarb, The Roads to Modernity(Vintage, 2008)

J. Israel, A Revolution of the Mind(Princeton, 2010)

M. Jacob, The Radical Enlightenment, 2 nd. Ed. (Cornerstone, 2006)

T. Kavanagh, Enlightened Pleasures(Yale, 2010)

I. Kramnick (ed.), The Portable Enlightenment Reader(Penguin, 1995)

D. Rasmussen, The Pragmatic Enlightenment(Cambridge, 2014)

J. Robertson, The Case for the Enlightenment(Cambridge, 2005)

E. Rothschild, Economic Sentiments(Harvard, 2001)

P. Schouls, Descartes and the Enlightenment(Edinburgh, 1989)

J. Schmidt, What is Enlightenment?(California, 1996)

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- R. Susato, Hume's Sceptical Enlightenment(Edinburgh, 2015)
C. Taylor & S. Buckle (ed.), Hume and the Enlightenment(Pickering & Chatto, 2011)
B. Tierney, The Idea of Natural Rights(Eerdmans, 1997)
C. Wilson, Epicureanism at the Origins of Modernity(Oxford, 2008)

Professor: BUCKLE Stephen

German Idealism II

Modul: Module 2 : Kant and German Idealism (Semester 2)

ECTS: 5

Beschreibung: **Thema: Schelling's Philosophy of History Revival!**
Many different contemporary philosophers propose to reinterpret Schelling, either from the perspective of the modal theories of enunciation (such as M. Gabriel does) or by reconstructing a psychoanalytic theory of subjectivity (Žizek), or through the recourse to a deconstruction of the soteriological representation of Christian history (Agamben). What these reinterpretations have in common is to base their work on a neglected part of Schelling's philosophy of history, the last one, called "Positive philosophy" or "Philosophy of Revelation". What are the main sketches of this Schellingian rebirth? How must we interpret it into our contemporary context and identify its possible limits? These are the main questions that will lead our course.
Bibliography :

Agamben G., *Le règne et la gloire, Homo sacer II, 2*, trad. J. Gayraud et M. Rueff, Seuil, 2008.

M. Gabriel & S. Žižek, *Mythology, Madness and Laughter, Subjectivity in German Idealism*, Continuum, London/New York, 2009.

S. Žižek (and F.W.J. von Schelling), *The Abyss of Freedom/Ages of the World*, trans. by Judith Norman, The University of Michigan Press, 1997.

S. Žižek, *The Indivisible Remainder, An Essay on Schelling and Related Matters*, Verso, London/New York, 1996 [accessible sur <http://books.google.fr>]; traduction française: *Essai sur Schelling, Le reste qui n'éclôt jamais*, L'Harmattan, Paris, 1996. [accessible sur <http://books.google.fr>]

J.-F. Courtine (ed.), *Schelling, Coll. « Cahiers d'histoire de la philosophie »*, Cerf, Paris, 2010.

Sprache: Anglais

Pflichtkurs: Non

Evaluation: Ca. 10-page paper based on the readings proposed in the course bibliography.

The paper may be written in French, English, Spanish or German. The paper should be emailed to the following address:

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marc.maesschalck@uclouvain.be

Remark:

Bibliography:

1. M. C. Altman & C. D. Coe, *The Fractured Self in Freud and German Philosophy*, Palgrave Macmillan, New York, 2013.
 2. M. Gabriel & S. Žižek, *Mythology, Madness and Laughter, Subjectivity in German Idealism*, Continuum, London/New York, 2009.
 3. M. Maesschalck, « Eshétique et psycho-analyse. La réponse du jeune Fichte à Schiller concernant l'éducation », in *Revue roumaine de philosophie*, 56 (2012), n. 1, pp. 5-22.
 4. M. Maesschalck, « L'engendrement du commencement selon Schelling : signification et enjeux d'une protologie de la conscience », in M. Vetö (dir.), *Philosophie, théologie, littérature. Hommage à Xavier Tilliette*, Peeters, Louvain/Paris, 2011, pp. 293-318.
 5. K. Regenspurger et T. van Zantwijk (dir.), *Wissenschaftliche Anthropologie um 1800?*, Franz Steiner Verlag, Wiesbaden, 2005.
 6. R. J. Richards, « Kant and Blumenbach on the Bildungstrieb: A Historical Misunderstanding », in *Stud. Hist. Phil. Biol. & Biomed. Sci.*, Vol. 31, 2000, n. 1, pp. 11–32.
 7. H.G. SandKühler (ed.), *Handbuch Deutscher Idealismus*, Metzler, Stuttgart/Weimar, 2005 (trad. Fr. Kervegan, Cerf, 2015: *Manuel de l'idéalisme allemand*)
 8. O'Meara Thomas F., "F. W. Schelling", in *The review of metaphysics a philosophical quarterly*, vol. XXXI, n°2, 1977, pp. 283-309.
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1. Markus G., *Transcendental Ontology. Essays in German Idealism*. New York/London: Continuum 2011 [Paperback: New York: Bloomsbury 2013]
 2. S. Žižek (and F.W.J. von Schelling), *The Abyss of Freedom/Ages of the World*, trans. by Judith Norman, The University of Michigan Press, 1997.

Professor:

CAMPAGNA Norbert

Transcendental philosophy

Modul:

Module 2 : Kant and German Idealism (Semester 2)

ECTS:

5

Course learning outcomes:

Students read with comprehension, and critically discuss passages from Kant's work that are relevant for the question of non-conceptual content. They acquire a thorough understanding of the problem of non-conceptual content as such and are able to take position with respect to the question of whether or not Kant is a non-conceptualist. Students learn in what way Kantian arguments can contribute to the contemporary debate on non-conceptual content.

Beschreibung:

Non-conceptualism is the view that mental representations of the world do not necessarily presuppose concepts by means of which the content of these representations can be specified, i.e., cognizers can have mental representations of the world that are non-conceptual. We will discuss Kant's transcendental idealism with respect to this view. We mainly focus on the first Critique but also discuss passages from other Kantian writings such as 'Concerning the Ultimate Foundation', 'On the Form and Principles', 'Anthropology' etc. We will identify arguments and strategies in Kant that help to settle the dispute between conceptualists and non-conceptualist. The course thus focuses on two questions: (a) What is non-conceptual content? (b) Is Kant a non-conceptualist?



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Sprache: Anglais
Pflichtkurs: Non
Evaluation: Paper (3000 words) or 30 min. oral exam
Remark: Bibliographie:

Allais, L. (2009) 'Kant, Non-Conceptual Content and the Representation of Space' *Journal of the History of Philosophy* 47: pp. 383–413 .

Bermúdez, J. and A. Cahen, (2011) 'Nonconceptual Mental Content', *The Stanford Encyclopedia of Philosophy* (Summer 2011 Edition), E. N. Zalta (ed.) available at <http://plato.stanford.edu/archives/sum2011/entries/content-nonconceptual/>.

Hanna, R. (2005) 'Kant and Nonconceptual Content', *European Journal of Philosophy* 13: pp. 247–90.

Heidemann, Dietmar H. (ed.) (2012) *Kant and Non-Conceptual Content*, Abingdon, New York 2013.

Kant, I. (1992): *Immanuel Kant: Lectures on Logic*, ed. and transl. J. M. Young, Cambridge: Cambridge University Press .

— (1998) *Critique of Pure Reason*, P. Guyer and A. W. Wood (ed. and trans.), Cambridge: Cambridge University Press.

— (2003a) 'Concerning the Ultimate Foundation of the Distinction of the Directions in Space', in D. Walford (ed.) *Immanuel Kant: Theoretical Philosophy, 1755–1770*, Cambridge: Cambridge University Press.

— (2003b) 'On the Form and Principles of the Sensible and the Intelligible world', in D. Walford (ed.) *Immanuel Kant: Theoretical Philosophy, 1755–1770*, Cambridge: Cambridge University Press.

— (2007) *Immanuel Kant : Anthropology, History, and Education*, ed. G. Zöllner and R. B. Loudon, Cambridge: Cambridge University Press.

McDowell, J. (1996) *Mind and World*, Cambridge, London: Harvard University Press.

Peacocke, C. (2001) 'Does Perception Have a Nonconceptual Content?', *Journal of Philosophy* 98: pp. 239-64.

Stephenson, A. (2011) 'Kant on Non-Veridical Experience', *Kant Yearbook* 3 : pp.1-22.

Professor: HEIDEMANN Dietmar

Phenomenology: Phénoménologie de la conscience et de l'esprit

Modul: Module 3 : 20th century and Contemporary European Philosophy (Semester 2)



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ECTS:	5
Course learning outcomes:	Students will acquire a thorough understanding of the phenomenological approach to the mind and will be able to take a critical stance on a number of disputed questions in the present-day analytic philosophy of mind.
Beschreibung:	<p>Phenomenological analysis recently attracted increasing interest among analytic philosophers of mind. One crucial motivation for appealing to phenomenological analysis comes from the fact that any study of the human mind has to account somehow for the way things appears to us or are experienced from a first-person perspective. Phenomenological analysis precisely aims at describing first-person experiences, providing us with fine-grained distinctions between our mental states, exploring the theoretical (philosophical) consequences of such distinctions, and constructing critical arguments about competing views of the mind.</p> <p>Within the framework of this course, we will discuss some selected issues at the crossroads of phenomenology and philosophy of mind. The main figure of the course will be the Austro-German philosopher Franz Brentano (1838-1917), who is usually regarded as the grandfather of the phenomenological movement. As we will see, Brentano's descriptive psychology is full of innovative insights into a number of issues at stake in the current research context: the criteria for the mental, the nature of consciousness, the structure of experience, the variety of attitude types, the taxonomy of the senses, the nature of cognitive experiences, etc.</p>
Sprache:	Français
Pflichtkurs:	Non
Evaluation:	Students will be asked to write an original paper (about 3000 words / 10 pages) addressing one of the topics discussed during the classes.
Remark:	<p>Recommended readings:</p> <p>1) Brentano F., <i>Psychologie vom empirischen Standpunkte</i>:</p> <ul style="list-style-type: none">- Original edition: Leipzig, Duncker & Humblot, 1874. Reprinted in Brentano F., <i>Sämtliche veröffentlichte Schriften</i>, vol. I., Th. Binder and A. Chrudzimski (eds.), Frankfurt/Main, Ontos Verlag, 2008.- Trad. fr. M. de Gandillac, revue par J.-F. Courtine, <i>Psychologie du point de vue empirique</i>, Paris, Vrin, 2008.- Engl. edition by L. L. McAlister, <i>Psychology from an Empirical Standpoint</i>, trans. by A. Rancurello, D. B. Terrell and L. L. McAlister, London, Routledge & Kegan Paul, 1973, 1995; with a foreword by Tim Crane, Routledge, 2015. <p>2) Brentano F., <i>Deskriptive Psychologie</i>:</p> <ul style="list-style-type: none">- Original edition: R. M. Chisholm et W. Baumgartner (eds.), Hamburg, Meiner, 1982; new, critical ed. In preparation by G. Fréchette.- Trad. fr. A. Dewalque, <i>Psychologie descriptive</i>, Paris, Gallimard, 2017.



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- Engl. trans. by B. Müller, Descriptive Psychology, London, Routledge, 1995, 2002.

Additional support and references will be made available on Moodle.

Professor: DEWALQUE Arnaud

Master Colloquium 1

Modul: Module 4: Master module (Semester 2)

ECTS: 5

Course learning outcomes: The aim of this colloquium is to prepare students for their master thesis. Students learn how to develop, present and defend research projects, how to evaluate and criticize other student's work, and how to react on criticism. The objective is to accompany student's research work throughout the master program and to ensure student's success.

Beschreibung: In the Master Colloquium students present their own research projects, or propose recent research work by others (relevant articles, book chapters, books etc.) for discussion.

Sprache: Anglais

Pflichtkurs: Non

Evaluation: Paper presentation

Remark: **Bibliography:**
tba.

Professor: HEIDEMANN Dietmar

Vom Roman zum Theatertext auf die Bühne. Ein dramaturgisches Projekt (Luxemburg)

Modul: Module 5 : Optional module (Semester 2)

ECTS: 5

Sprache: Allemand

Pflichtkurs: Non

EU Law

Modul: Module 5 : Optional module (Semester 2)

ECTS: 5

Objektiv: Students should acquire a good understanding of:



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- The main principles of European Union institutional and substantive law;
- The principal institutional features of the European system of courts, their internal functioning and relationships with national judicial systems.
- Foundational methods of legal research and reasoning.

Beschreibung: The aim of this course is to introduce students to the basic elements of both the institutional and substantive law of the European Union. The course will be taught by Dr Karen McAuliffe (University of Birmingham) and Dr Elina Paunio (Court of Justice of the European Union).

The course will be taught over seven sessions. Teaching will consist of a mixture of lectures, workshops and investigating EU law in action through problem question scenarios. There will also be a fieldtrip to the Court of Justice of the European Union (see course outline on Moodle for details)

Sprache: Anglais

Pflichtkurs: Oui

Evaluation: Assessed essay or assessed problem question - worth 65% of the total mark.

Assessed group presentations - worth 35 %of the total mark

Essay titles and problem questions will be available on Moodle at the beginning of the course. A 'problem question' is a scenario in which someone has a legal problem and you are asked, as the legal expert, to give them some advice. We will be learning how to tackle problem questions throughout the course and you can choose whether or not to answer one as part of your assessment. Many students who have never studied law before find that they really like problem questions!

The group presentations will take place throughout the course (see course outline on Moodle). Full details of what is expected from students in these presentations, as well as the marking criteria, are available on Moodle.

Remark: **Preparation for Classes**

This course does involve a lot of reading and for those of you who have not studied law before you may find it difficult at first. There are a lot of cases to read and it can take some time to get used to understanding how to read a case. We will be working on this as you go through the course, however **it is very important that you do the reading**. The Moodle site for this course is divided into the seven teaching sessions and there are 'preparation sheets' for each session.

The preparation sheet lists the articles, textbook chapters and cases that **you must read** to prepare for each block session, for those of you interested in delving deeper into particular topics there are also further reading' lists.

As well as reading before classes, you will have to prepare answers to more specific questions or to 'problem questions'. Again these will all be detailed on the 'preparation sheets' on Moodle.

Essential Texts

This is a list of texts that will be useful for this course. Please note that additional reading will be suggested in each lecture handout and in workshop preparation sheets.

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Textbooks

There are many textbooks on EU law and the choice of textbook depends very much on individual preference. For the "essential reading" detailed in handouts and workshop preparation sheet, reference will be made to chapters in **European Union Law by Damian Chalmers, Gareth Davies and Giorgio Monti (CUP 2nd edition)**, but choice of textbook is left to the student – all textbooks published in this area deal with all of the topics on the course.

Some recommended textbooks include:

- Boutayeb : "Droit européen : Institutions, ordre juridique, contentieux "(collections Ellipses)
- J. Ziller (sous la direction de), "L'Union européenne" - Edition Traité de Lisbonne, Paris, la Documentation française, coll. Les Notices, éd. 2008.
- Chalmers, Daview and Monti: European Union Law(2nd Edition, CUP 2010) - **available in the library**
- Hartley: The Foundations of European Community Law(7th Edition, OUP 2010) (for part 1 of the course)
- Barnard – The Substantive Law of the EU: The Four Freedoms(3rd Edition, OUP 2010) (for part 2 of the course)

Web-based Materials

In the area of EU law, where rapid developments take place almost on a daily basis, web-based research is particularly invaluable. As a matter of course, you are strongly encouraged to follow news and current developments, as well as reports of recent case law available online on a regular basis.

- Starting point for overall information on the EU: <http://europa.eu>
- EUR-Lex is the most comprehensive, official gateway to European Union law, available at <http://eur-lex.europa.eu>
- Gateway to the ECJ and the General Court: <http://www.curia.eu>
- ECJ/General Court search page for judgments, opinions and orders (various search options, including numerical index):

<http://curia.europa.eu/jurisp/cgi-bin/form.pl?lang=en>

- Numerical access to ECJ/Gen court case law:

<http://curia.europa.eu/en/content/juris/index.htm>

- Press releases on recent cases:

<http://curia.europa.eu/en/actu/communiques/index.htm>

- The Official Journal online: <http://eur-lex.europa.eu/JOIndex.do?ihmlang=en>

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Working Papers and Journal Articles

- In addition to the journals available via the library and journal articles made available to you on Moodle, the following links provide some excellent resources:
- The European Research Papers archive includes an impressive collection of working and discussion papers: <http://www.eiop.or.at/erpa/>
- The Advanced Research on the Europeanisation of the Nation-State (ARENA) Working Papers are available free of charge on the web at: <http://www.arena.uio.no>
- The European Integration online Papers (EIoP) are available free of charge on the web at: <http://eiop.or.at/eiop>
- A great number of legal journals can be consulted and downloaded for free or printed at: <http://ejournals.ebsco.com>
- The Web Journal of Current Legal Issues is available free online at:
<http://webjcli.ncl.ac.uk>

General and specialised web resources with information on the EU

- The EU Observer provides a wealth of articles on current issues and developments on EU matters, as well as many useful links:
<http://www.euobserver.com>
- Euractiv is an independent media portal dedicated to EU affairs with a wealth of articles, reports and other useful data: <http://www.euractiv.com>
- Google Scholar is Google's specialised site for academic research where you can access articles on EU matters (although Google itself, of course, also provides excellent links for research materials): <http://scholar.google.com>

Printed material

Some of the key journals in the area of EU law, most of which are available in paper format in the law library (and many of them can also be found online) are the following:

Common Market Law Review (CMLRev)

European Law Review (ELRev)

European Law Journal (ELJ)

European Public Law (EPL)

Yearbook of European Law (YEL)

European Business Law Review (EBLRev)

Professor: MC AULIFFE Karen, CAVOSKI Aleksandra



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Semester 3

Contemporary European Philosophy II

Modul:	Module 3 : 20th century and Contemporary European Philosophy (Semester 3)
ECTS:	5
Course learning outcomes:	The students will acquire a sensibility for normative phenomena. They will learn how to formulate and conceptualize various questions and theses concerning the normative. Furthermore, they will become familiar with various philosophical views and arguments about normativity. Discussion and argumentation will be practiced in class, and the students will improve their discursive and conceptual skills in the normative domain.
Beschreibung:	<p>Many phenomena are normative: justification and knowledge, (some) norms and rules, (some) reasons and oughts, moral responsibility etc. They are not, or not merely, descriptive. Two questions are at the heart of philosophical investigations into normativity. (1.) How can the whole range of normative phenomena be organized in a systematic way? Which normative concepts are the basic ones such that the other normative concepts can be characterized in terms of these few basic normative concepts? (Can it be done in terms of oughts, or in terms of normative reason, or ...?) (2.) What is the nature of the normative as such? Can it be explained in terms of something descriptive, or is it irreducible? – This second question seems to lead into a dilemma: Either the normative is reducible to, or explicable in terms of, some descriptive facts/phenomena. Then it does not seem to be truly normative after all. Or it is not reducible, and then it seems to be somewhat mysterious how there could be any such thing as a normative phenomenon. – In this seminar, we will study important contemporary contributions to both of these questions.</p> <p>Bibliography:</p> <p>A list of references will be provided at the beginning of the course.</p>
Sprache:	Anglais
Pflichtkurs:	Non
Evaluation:	Presentation and paper (10 – 15 pages)
Professor:	HOFMANN Frank

Master Colloquium (b)

Modul:	Module 4: Master Module (Semester 3)
ECTS:	5
Course learning outcomes:	The focus of the Master Colloquium is on presentation and critical discussion. The students will receive valuable feedback that helps to improve their know-how and abilities to design and



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write a longer paper or thesis on a relevant topic. The major aim is to prepare the students for their master thesis. The students will be assisted in their efforts to choose suitable topics and then to work on them. Some major publications that are highly relevant to current debates will be discussed in order to get to know the current state of the art.

Beschreibung: In the Master Colloquium, students give presentations on their own work, or discuss recent publications by others (relevant papers, books/book chapters, etc.). The topic for these recent publications will be contemporary accounts of freedom and responsibility (mostly in the practical/moral case, but also in the epistemic case). The role of reactive attitudes (P. Strawson), control (Fisher, Ravizza), and reasons (S. Wolf) will be studied in order to see how freedom and responsibility could arise.

Sprache: Anglais

Pflichtkurs: Non

Evaluation: Presentation and discussion of research projects.

Professor: HOFMANN Frank

The Greeks and the others: the Orient in the greek perception

Modul: Module 5 : Optional Module (Semester 3)

ECTS: 5

Course learning outcomes: At the end of the course, students should be able to

- analyse the primary and secondary sources on their perception and representation of "otherness",
- analyse the implications the construction of the "Other" had in ancient and in modern times,
- find and critically use digital sources to gather, analyse, evaluate and visualise information.

Beschreibung: Can we observe processes of "othering" already in antiquity? How other peoples were perceived and represented? How could the idea of the "Other" be exploited in ancient and modern times? In this course, we will analyse the processes of "othering" on the example of the Greek perception of the Orient from the Persian Wars up to the time of Alexander the Great. The conflict with Persia in the 5th century BC for example was a turning point in the construction of Greek identity. The Greeks had to reconsider their own values by contrasting them with a constructed "barbarian" identity. A look at some key texts, e.g. the tragedies of Aeschylus or the "Persian War" of Herodotus, and at the visual representations will help to understand the processes as well as the aims of "othering". Central to the discussion of the subject will be Edward Said's "Orientalism" that focussed exactly on the divide between East and West and the Eurocentric vision of the "orient".

Sprache: Anglais

Pflichtkurs: Non

Evaluation: 10 % Attendance and participation



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20 % Small assignments during the course

20 % Oral presentation

50 % Final Paper

Remark:

- Gruen, E. S., Rethinking the Other in Antiquity, Oxford 2011.
- Hall, E., Inventing the Barbarian: Greek Self-definition through tragedy, Oxford 1989.
- Isaac, B., The invention of Racism in Classical Antiquity, Princeton 2004.
- Nippel, W., Griechen, Barbaren und "Wilde", Frankfurt a.M. 1990.
- Said, E. W., Orientalism, New York 1978.

Professor:

BINSFELD Andrea