



## 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
<b>Module 1 : Early modern European philosophy</b>			<b>15</b>
Rationalism (Optional)	28		5
Empiricism: Response-Dependence as a Programme in Moral Philosophy (Optional)	28		5
<b>Module 2 : Kant and German Idealism</b>			<b>20</b>
Kant (Optional)	28		5
German Idealism I (Optional)	28		5
<b>Module 3 : 20th century and contemporary European philosophy</b>			<b>20</b>
Nietzsche/Philosophy of Existence/Hermeneutics: From Nietzsche to Heidegger (Optional)	28		5
Contemporary European Philosophy I (Optional)	28		5
<b>Module 5 : Optional Module</b>			<b>15</b>
Philosophy & Ethics of AI (Optional)	28		5
Français général - A1.1 / General French A1.1 (Optional)	28		3
Français général - A2.1 / General French A2.1 (Optional)	28		3
Allgemeines Deutsch für Anfänger - A1.1 / General German for beginners - A1.1 (Optional)	28		3
Internship (Optional)			5
Philosophy of Law (Optional)	28		5
General German A2.1/ Allgemeines Deutsch A2.1 (Optional)	28		3



## Master in Modern and Contemporary European Philosophy

### Semester 2

	Vorlesung (UE)	Übung (UE)	ECTS
Module 1 : Early modern European Philosophy			15
Philosophy of Enlightenment (Optional)	28		5
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
Further topics in philosophy and AI (Optional)	28		5
Philosophical Essay writing (Optional)	28		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



## Master in Modern and Contemporary European Philosophy

### Semester 4

	Vorlesung (UE)	Übung (UE)	ECTS
Module 4: Master module			20
Master Colloquium 3 (Optional)	28		5

## Master in Modern and Contemporary European Philosophy

### Semester 1

#### MOODLE Information Session Master Philo

<b>Modul:</b>	Séance d'information (Semester 1)
<b>ECTS:</b>	0
<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Professor:</b>	PARNIAN Shahed

#### Rationalism

<b>Modul:</b>	Module 1 : Early modern European philosophy (Semester 1)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	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.
<b>Beschreibung:</b>	"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.



## Master in Modern and Contemporary European Philosophy

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:** RALEIGH Thomas

### Empiricism: Response-Dependence as a Programme in Moral Philosophy

**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.

## Master in Modern and Contemporary European Philosophy

<b>Beschreibung:</b>	<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 &amp; A. Wood. Cambridge 1998: Cambridge University Press. - Theoretical Philosophy after 1781. Trans. and ed. H. Allison &amp; 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>
<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	Paper (3000 words) <b>or oral exam</b>
<b>Professor:</b>	HEIDEMANN Dietmar

### German Idealism I

<b>Modul:</b>	Module 2 : Kant and German Idealism (Semester 1)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	<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>
<b>Beschreibung:</b>	<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>



## Master in Modern and Contemporary European Philosophy

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

<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	
<b>Professor:</b>	HEIDEMANN Dietmar

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

<b>Modul:</b>	Module 3 : 20th century and contemporary European philosophy (Semester 1)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	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.
<b>Beschreibung:</b>	<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><b>Bibliography:</b>            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 ).            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>
<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	<p>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.            Grade will be determined by:</p>



## Master in Modern and Contemporary European Philosophy

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 send 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





## Master in Modern and Contemporary European Philosophy

### Philosophy & Ethics of AI

<b>Modul:</b>	Module 5 : Optional Module (Semester 1)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	<p>By the end of the course, students should have sufficient understanding both of core philosophical concepts and also the technical details of AI technology, that they can precisely articulate ethical/philosophical problems and theories but also propose realistic possible solutions that take technological and computational constraints into account. There will be an emphasis on group work and on collaboration between philosophers and computer scientists on a course project.</p> <p>By the end of this course students should have acquired a basic grounding in philosophy and normative ethics, but also a detailed understanding of recent developments in A.I. technology. The aim will be to provide students with the conceptual tools to be comfortable working in an inter-disciplinary manner. Students will develop critical and communicative skills by engaging with literature and topics from both philosophy and computer science. The emphasis in this course will be on developing the ability to collaborate across disciplines so as to explore and provide possible solutions to philosophical and ethical problems that are generated by Artificial Intelligence.</p>
<b>Beschreibung:</b>	<p>Advances in computing technology, especially in Artificial Intelligence, raise the very real prospect of imminent, radical changes to everyday human life: e.g. in employment, healthcare, military conflicts, privacy, education, legal processes and institutions, etc. Trying to work out the ethical implications of these changes is surely one of the most pressing questions that humanity currently faces. AI and related technologies also raise profound philosophical questions concerning the nature of the mental, intelligence, rationality and knowledge.</p> <p>In this course we will try to approach some of these ethical and philosophical questions from an inter-disciplinary perspective. The course will be taught by faculty members from both the Philosophy and Computer Science departments and is open to students studying either the Masters in Contemporary European Philosophy or the Masters in Information and Computer Science.</p>
<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	Short Mid-Term Essay (c. 2000 words): 20% Short Homework Exercises: 20% Final Group Project: 60%
<b>Professor:</b>	RALEIGH Thomas

### Français général - A1.1 / General French A1.1

<b>Modul:</b>	Module 5 : Optional Module (Semester 1)
<b>ECTS:</b>	3



## Master in Modern and Contemporary European Philosophy

- Objektiv:** The first 3 sessions will be online. All the following sessions will be in hybrid mode
- This course aims to develop basic language skills in the objective for full beginners to reach an A1 level (A1.1 in winter term and A1.2 in summer term). Students are involved in speech acts in interaction, listening authentic & training writing and reading communicative activities in individual and group work. Phonetics lessons will help students improve their pronunciation, as well as their understanding. Integrated and explicit grammar will support communicative skills.
- Course learning outcomes:** By the end of the course, students will be expected to:  
Be able to recognize and identify basic parts of a speech.  
Understand and use familiar everyday expressions and basic phrases in French aimed at the satisfaction of needs of a concrete type.  
Introduce people (oneself and others); ask and answer questions about personal details such as where one lives, people one knows and things one has.  
Interact in a simple way if the other person talks slowly and clearly and is prepared to help.  
Be able to interact with people in the close environment in the University and the City.
- Beschreibung:** The first 3 sessions will be online. All the following sessions will be in hybrid mode
- The beginner's French course enables the candidate to interact in a simple way, answer simple questions using individual words, expressions or short sentences. The candidate can express common feelings, tell the size and name the color of familiar objects, can also ask others about these qualities. The candidate can participate in short telephonic conversations, ask straightforward questions in familiar situations (e.g. asking the location of a place and price of an item, asking for time etc.) and understand the responses, can exchange information about everyday matters using simple vocabulary (e.g. weekend activities, hobbies and other interests, shopping etc.). The candidate can ask for assistance with vocabulary and clarification of tasks, recognize isolated vocabulary from specific subject areas. The candidate can understand words and expressions on signs when everyday language is used (e.g. 'Open/Closed', 'Exit'etc.). He/She is equally able to adequately understand straight forward forms in order to insert personal information, recognize important information on basic promotional material (price, date, and time on posters) and to recognize, speak and write short messages and greetings. The candidate will be able to write very simple informal messages, short messages like post cards and birthday greetings and write simple descriptions of everyday objects. The candidate is able to indicate personal strengths and weaknesses, describe basic aspects of their day-to-day life and to talk about briefly about familiar topics.
- Sprache:** Français
- Pflichtkurs:** Non
- Evaluation:** The evaluation consists in various tasks:  
A continuous assessment dealing with questions/role playing in class (oral participation) will count for 20 % of final course mark.  
3 assignments will stand for 30 % of final course mark (oral presentation; writing paper about a person and an object; understanding an advertisement).  
A final test (listening, writing and reading) will take place at the end of the semester. It counts for 50 per cent of the final mark.
- Professor:** PRINZ Muriel



## Master in Modern and Contemporary European Philosophy

### Français général - A2.1 / General French A2.1

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

**ECTS:** 3

**Objektiv:** **Les trois premières séances seront en ligne puis toutes les suivantes en mode hybride**

Ce cours a pour but de renforcer vos connaissances et vos pratiques en langue française, principalement écrite, afin d'enrichir vos productions d'écrits, non seulement dans le cadre de vos études ou de votre métier mais aussi dans les situations de communication avec d'autres personnes.

**Course learning outcomes:**

A l'issue de ce cours vous serez capable de :

- Demander et donner des informations sur des habitudes quotidiennes, un emploi du temps
- Parler de vos goûts, de vos projets
- Faire des suggestions et réagir à des propositions (acquiescer, accepter, s'excuser)
- Donner une raison ; expliquer vos choix
- Demander et donner des conseils
- Parler de votre expérience professionnelle, de votre environnement de travail
- Raconter des événements passés, un souvenir, une anecdote, une expérience.

**Beschreibung:** **Les trois premières séances seront en ligne puis toutes les suivantes en mode hybride**

Dans une première partie, nous évaluerons vos besoins et ferons quelques révisions de grammaire telles que :

- Utilisation du présent, du présent progressif, du passé récent et du futur proche
- L'interrogation : qui, quoi, comment, est-ce que, quand, combien, ...
- Utilisation de pouvoir, devoir, vouloir, il faut + infinitif
- Expression du temps : dans, depuis, il y a
- Utilisation des adjectifs possessifs

Puis nous approfondirons ces acquis et les enrichirons en travaillant principalement sur des documents authentiques issus de la vie quotidienne

**Sprache:** Français

**Pflichtkurs:** Non

**Evaluation:** L'évaluation se fera ainsi :

- semaine 5 : un devoir en ligne (coefficient 1)
- semaine 10 : un devoir en ligne (coefficient 1)
- semaine 14 (dernier cours) : un devoir en classe. (coefficient 2)

Les devoirs comprendront des exercices de grammaire et la rédaction d'un texte personnel.

Présence obligatoire: un maximum de 3 absences justifiées est autorisé

**Remark:**

Bibliographie

Alter Ego+, Niveau A1-A2, Editions Hachette Objectif Express 2, Editions Hachette  
Saisons 2 et saison 3, Editions Didier



## Master in Modern and Contemporary European Philosophy

**Professor:** SCHUH Marie-Hélène

### Allgemeines Deutsch für Anfänger - A1.1 / General German for beginners - A1.1

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

**ECTS:** 3

**Objektiv:** The first 3 sessions will be online. All the following sessions will be in hybrid mode

**Course learning outcomes:** By the end of this course, students should be able to:

understand and provide information about themselves and general private matters

understand and, give information about their spare time activities and making appointments

understand and, provide information about rooms, apartments and furniture

understand and, provide information about clothes and fashion and how to buy things

understand and, give information about attractions and towns in the German speaking countries

linguistic actions in the everyday life like telling time, etc.

understand and provide simple texts like e-mails or sms.

**Beschreibung:** The first 3 sessions will be online. All the following sessions will be in hybrid mode

This course starts with basic language skills. The course will be based on the manual DaF-Kompakt A1 (Hueber)

**Communication skills** : The students will learn to understand simple written texts and oral communication about presenting yourself, giving personal information, giving information about time and seasons, buying things and food, hobbies and spare time activities, making appointments, furniture and living, tourist attractions and urban living.

**Grammar:** articles, verbs (with vowel change) in the present, negation, modal verbs, irregular verbs in the present tense, possessive articles, sentence structure, etc. The course ends with a language examination in all four communicative activities on the level A1 GER.

**Sprache:** Allemand

**Pflichtkurs:** Non

**Evaluation:** Speaking, listening, writing and reading skills will be evaluated in task-based active-ties

- Listening: key information from listening text has to be understood (radio, TV, etc.)
- Reading: key information in (or answer question to) a short reading text has to be found
- Writing: simple texts are to be summarized and simple text production

Students will be evaluated on their active participation in the course, their regular homework (which can also be grammar or vocabulary exercises) and on their final test (written and spoken).



## Master in Modern and Contemporary European Philosophy

<b>Remark:</b>	Prerequisites  none  Bibliography  BirgitBraunet.al.:DaFkompaktA1(DeutschalsFremdsprache)Kurs-undÜbungsbuch +2AudioCDs.Klett.Stuttgart2015.
<b>Professor:</b>	CICHELLI-RÖSSLER Birgit

### Internship

<b>Modul:</b>	Module 5 : Optional Module (Semester 1)
<b>ECTS:</b>	5
<b>Sprache:</b>	Français
<b>Pflichtkurs:</b>	Non

### Philosophy of Law

<b>Modul:</b>	Module 5 : Optional Module (Semester 1)
<b>ECTS:</b>	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.



## Master in Modern and Contemporary European Philosophy

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

### General German A2.1/ Allgemeines Deutsch A2.1

<b>Modul:</b>	Module 5 : Optional Module (Semester 1)
<b>ECTS:</b>	3
<b>Objektiv:</b>	The first 3 sessions will be online. All the following sessions will be in hybrid mode
<b>Course learning outcomes:</b>	<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"><li>• understand and provide information about university life, family, profession, tourism and culture, sports and food, learning experiences, media and communication, travel and climate as well as mobility and professional life;</li><li>• understand and provide information about past activities;</li><li>• ask for help, express recommendations and suggestions as well as hope and surprise; talk about learning experiences and about habits; express happiness, enthusiasm and disappointment, satisfaction and dissatisfaction as well as interest and disinterest; book rooms, give directions, talk about the weather; explain things;</li><li>• give a short presentation about topic related to university life;</li><li>• compose basic texts and revise them with the support of the teacher</li></ul>
<b>Beschreibung:</b>	<p>The first 3 sessions will be online. All the following sessions will be in hybrid mode</p> <p>This course aims to develop language skills in the objective to reach level A2 in German (A2.1 in the winter term and A2.2 in the summer term).</p> <p>Communication skills: understand written and oral texts about everyday life, and – to a certain extent – also about university life; speak about a variety of everyday topics and learn to cope linguistically with different kinds of everyday situations; write texts that are commonly met with in everyday communication.</p> <p>Grammar: perfect tense, possessive pronouns, prepositions, declination of adjectives, common conjunctions, reflexive verbs, temporal conjunctions, local prepositions, passive voice, phrase construction, dative and accusative objects, verbs with prepositions, past tense, demonstrative pronouns, relative clause and relative pronouns.</p> <p>.</p>
<b>Modalitäten:</b>	Course design: This is a blended learning course in which students train their linguistic skills in class as well as on an e-learning platform (Moodle). 1 ECTS is awarded for the work in class and 2 ECTS for teacher-guided autonomous learning at home, the latter amounting to approximately four hours per week. A reading project adapted to the students' proficiency level is part of the course. Students will also develop a writing portfolio with three short texts and give a short presentation about a university-related topic at the end of the semester. The course ends with a final test.
<b>Sprache:</b>	Allemand



## Master in Modern and Contemporary European Philosophy

<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	Grading <ul style="list-style-type: none"><li>• Continuous assessment (40% of the final grade):<ul style="list-style-type: none"><li>• 1 writing portfolio with three texts (10%). The revised versions of the texts will be graded.</li><li>• 1 short presentation (2-3 minutes) about a university-related topic (10%)</li><li>• Online tasks: grammar, vocabulary, writing etc. (10%)</li></ul></li></ul> At least 50% of the tasks need to be completed in order to get the full score. <ul style="list-style-type: none"><li>• A reading project with online tasks (10%)</li></ul> At least 50% of the tasks need to be completed in order to get the full score. <ul style="list-style-type: none"><li>• Final test (60% of the final grade)</li></ul>
<b>Remark:</b>	Bibliography Habersack, Charlotte (2013): Menschen A2. Deutsch als Fremdsprache. Kursbuch. Ismaning: Hueber. Breitsameter, Anna (2013): Menschen A2. Deutsch als Fremdsprache. Arbeitsbuch. Ismaning: Hueber. Page 2 of 2 Winter term: Dittrich, Roland (2016): Die Skorpion-Frau: Liebe und Tod in Heidelberg. Berlin: Cornelsen Winter term: Dittrich, Roland (2016): Die Skorpion-Frau: Liebe und Tod in Heidelberg. Berlin: Cornelsen. Summer term: Dittrich, Roland (2011): Leise kommt der Tod. Berlin: Cornelsen
<b>Professor:</b>	REULE-KRAMES Marion



## Master in Modern and Contemporary European Philosophy

### Semester 2

#### Philosophy of Enlightenment

<b>Modul:</b>	Module 1 : Early modern European Philosophy (Semester 2)
<b>ECTS:</b>	5
<b>Beschreibung:</b>	<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>
<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	final paper (3000 words / 10 pages)
<b>Remark:</b>	<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>



## Master in Modern and Contemporary European Philosophy

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)

## Master in Modern and Contemporary European Philosophy

- 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:

## Master in Modern and Contemporary European Philosophy

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.
- 
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?



## Master in Modern and Contemporary European Philosophy

**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)



## Master in Modern and Contemporary European Philosophy

<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	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.
<b>Beschreibung:</b>	<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 <b>Franz Brentano</b> (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>
<b>Sprache:</b>	Français
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	Students will be asked to write an original paper (about 3000 words / 10 pages) addressing one of the topics discussed during the classes.
<b>Remark:</b>	<p>Recommended readings:</p> <p>1) Brentano F., <i>Psychologie vom empirischen Standpunkte</i>:</p> <ul style="list-style-type: none"><li>- Original edition: Leipzig, Duncker &amp; Humblot, 1874. Reprinted in Brentano F., <i>Sämtliche veröffentlichte Schriften</i>, vol. I., Th. Binder and A. Chrudzimski (eds.), Frankfurt/Main, Ontos Verlag, 2008.</li><li>- Trad. fr. M. de Gandillac, revue par J.-F. Courtine, <i>Psychologie du point de vue empirique</i>, Paris, Vrin, 2008.</li><li>- 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 &amp; Kegan Paul, 1973, 1995; with a foreword by Tim Crane, Routledge, 2015.</li></ul> <p>2) Brentano F., <i>Deskriptive Psychologie</i>:</p> <ul style="list-style-type: none"><li>- Original edition: R. M. Chisholm et W. Baumgartner (eds.), Hamburg, Meiner, 1982; new, critical ed. In preparation by G. Fréchette.</li><li>- Trad. fr. A. Dewalque, <i>Psychologie descriptive</i>, Paris, Gallimard, 2017.</li></ul>



## Master in Modern and Contemporary European Philosophy

- 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

### Further topics in philosophy and AI

**Modul:** Module 5 : Optional module (Semester 2)

**ECTS:** 5

**Sprache:** Anglais

**Pflichtkurs:** Non

**Professor:** RALEIGH Thomas

### Philosophical Essay writing

**Modul:** Module 5 : Optional module (Semester 2)

**ECTS:** 5

**Sprache:** Anglais



## Master in Modern and Contemporary European Philosophy

**Pflichtkurs:** Non

**Professor:** BAUER Sabrina



## Master in Modern and Contemporary European Philosophy

### Semester 3

#### Contemporary European Philosophy II

<b>Modul:</b>	Module 3 : 20th century and Contemporary European Philosophy (Semester 3)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	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.
<b>Beschreibung:</b>	<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>
<b>Sprache:</b>	Anglais
<b>Pflichtkurs:</b>	Non
<b>Evaluation:</b>	Presentation and paper (10 – 15 pages)
<b>Professor:</b>	HOFMANN Frank

#### Master Colloquium (b)

<b>Modul:</b>	Module 4: Master Module (Semester 3)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	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





## Master in Modern and Contemporary European Philosophy

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



## Master in Modern and Contemporary European Philosophy

Semester 4

### Master Colloquium 3

<b>Modul:</b>	Module 4: Master module (Semester 4)
<b>ECTS:</b>	5
<b>Sprache:</b>	Français
<b>Pflichtkurs:</b>	Non
<b>Professor:</b>	HEIDEMANN Dietmar