



Master in Modern and Contemporary European Philosophy

Semester 1

	Lecture (UE)	Exercice (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

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



Master in Modern and Contemporary European Philosophy

	Lecture (UE)	Exercice (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 (Optional)	28		5
Module 4: Master module			20
Master Colloquium 1 (Optional)	28		5

Semester 3

	Lecture (UE)	Exercice (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

Semester 4

	Lecture (UE)	Exercice (UE)	ECTS
Module 4: Master module			20
Master Colloquium 3 (Optional)	28		5



Master in Modern and Contemporary European Philosophy

Master in Modern and Contemporary European Philosophy

Semester 1

MOODLE Information Session Master Philo

Module:	Séance d'information (Semester 1)
ECTS:	0
Language:	Français
Mandatory:	Non
Professor:	PARNIAN Shahed

Rationalism

Module: 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.

Description: "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.

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

Empiricism: Moral Values as Projections?

Module: 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.

Description: 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.

Language: Anglais
Mandatory: Non
Evaluation: A written exam, in English, towards the end of the teaching period.
Professor: FEHIGE Christoph

Kant

Module: 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

Description:	<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>
Language:	Anglais
Mandatory:	Non
Evaluation:	Paper (3000 words) or oral exam
Professor:	HEIDEMANN Dietmar

German Idealism I

Module:	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>
Description:	<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

Language: Anglais
Mandatory: Non
Evaluation:
Professor: SOSOE Lukas

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

Module: 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.

Description: 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.

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.

Language: Anglais

Mandatory: Non

Evaluation: All 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.



Master in Modern and Contemporary European Philosophy

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

Module: 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.

Description: 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.

Language: Anglais

Mandatory: Non

Evaluation: Presentation and paper (3000 words)

Professor: HOFMANN Frank

Master in Modern and Contemporary European Philosophy

Internship

Module:	Module 5 : Optional Module (Semester 1)
ECTS:	5
Language:	Français
Mandatory:	Non

Philosophy of Law

Module:	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.

Description: 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.

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



Master in Modern and Contemporary European Philosophy

Semester 2

Philosophy of Enlightenment

Module:	Module 1 : Early modern European Philosophy (Semester 2)
ECTS:	5
Course learning outcomes:	To provide an overview of the main currents of Enlightenment thought To provide a critical perspective on common views of the Enlightenment

Description: 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 two main topics. First, the difference between dogmatic and sceptical materialism: between Holbach's System of Nature and Hume's Enquiry concerning Human Understanding. Both appeal to the key Enlightenment theme that the new empiricism implies that the human being is an inertial machine; the superiority of the latter philosophy lying in its recognition that mechanism rules out the possibility of plumbing nature's depths, and therefore also both Holbach's dogmatism and the knowledge-claims of religious metaphysics. The second main theme concerns Kant's revision of Rousseau's political theory to provide a workable theory of political morality and international relations.

Language:	Anglais
Mandatory:	Non
Evaluation:	Assessment will be by term paper
Remark:	Bibliographie: Lucretius, On the Nature of Things Marcus Aurelius, Meditations Grotius, On the Laws of War and Peace Bacon, The New Organon Descartes, Discourse on Method Hobbes, Leviathan Spinoza, Ethics Spinoza, Theological-Political Treatise

Master in Modern and Contemporary European Philosophy

Locke, An Essay concerning Human Understanding
Locke, Two Treatises of Government
Voltaire, Letters on the English Nation
Rousseau, Discourse on the Origin of Inequality
Rousseau, The Social Contract
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, Groundwork of the Metaphysics of Morals
Kant, Political Writings
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)
J. Israel, A Revolution of the Mind(Princeton, 2010)

T. Kavanagh, Enlightened Pleasures(Yale, 2010)

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

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

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

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

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

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

ECTS: 5

Course learning outcomes: At the end of the course, participants should:



Master in Modern and Contemporary European Philosophy

- a) know the problems and understand the relevance of the problems Fichte intends to solve with his legal and political philosophy
- b) know the central concepts of Fichte's legal and political philosophy (contract, freedom, right, State, ephorate, ...)
- c) be able to locate Fichte's political and legal thought in its epoch
- d) know the basic differences between Fichte's thought and that of some of his contemporaries
- e) be able to evaluate the contemporary relevance of some of Fichte's ideas

Description:

Johann Gottlieb Fichte (1762-1814) is one of the major legal and political thinkers of the late 18th and early 19th century. In the twenty years separating his early defence of the French Revolution against Rehberg (1793) and his late lectures on Rechtslehre (1812) and Staatslehre (1813), Fichte has written and published a series of texts relating to the question of the rational organization of society and the State. Outstanding among these is his *Grundlage des Naturrechts nach Prinzipien der Wissenschaftslehre* (1796/7). It is this text which will serve as the main basis of the course, though some other of Fichte's texts will also be used as objects of comparison or as complements so as to give a picture of Fichte's legal and political thought that is as complete as possible and which also takes account of the evolution of his thought on some questions. Among the topics to be discussed in the course are the following: the concept of right and its relation to freedom, with a special emphasis on the *Urrecht*; the conception of the State and its economic dimension; the philosophy of international law; the philosophy of penal law; the philosophy of sexual morality and sexual law; Fichte on the French Revolution and on nationalism. We will also compare Fichte's legal and political thought with that of other more or less contemporary authors (e.g. Rousseau, Kant, Hegel).

For each week, students will have to read an average of roughly 30 pages of the *Foundations of Natural Law/ Grundlage des Naturrechts*.

Language:

Anglais

Mandatory:

Non

Evaluation:

Assessment will be by term paper

Remark:

Bibliography:

1. Primary literature

Text used in class:

Johann Gottlieb Fichte, *Grundlage des Naturrechts*, Hamburg 1979. English translation: *Foundations of Natural Right*, Cambridge 2000.

As the course will be held in English, it is highly recommended that all students have the English translation.

Other works by Fichte are relatively easily and comparatively cheaply available in *Fichtes Werke*, herausgegeben von Immanuel Hermann Fichte (Berlin 1971) or in the volumes published by the Felix Meiner Verlag in the *Philosophische Bibliothek* (Hamburg, passim). The authoritative edition is: *Johann Gottlieb Fichte-Gesamtausgabe*, Stuttgart-Bad Canstatt 1962 ff.

Important for our purposes are: *Beitrag zur Berichtigung der Urteile des Publikums über die französische Revolution*; *Der geschlossene Handelsstaat*; *Die Grundzüge des gegenwärtigen*



Master in Modern and Contemporary European Philosophy

Zeitalters; Reden an die deutsche Nation; Die Bestimmung des Menschen; Rechtslehre; Staatslehre.

2. Secondary literature (selection)

Beck, Gunnar, Fichte and Kant on Freedom, Rights, and Law, Lanham e.a. 2008

Gottlieb, Gabriel (ed.), Foundations of Natural Right. A Critical Guide, Cambridge 2018.

James, David, Fichte's Social and Political Philosophy, Cambridge 2013.

James, David and Zoller, Günther (eds.), The Cambridge Companion to Fichte, Cambridge 2016.

Merle, Jean-Christophe (Hrsg.), Johann Gottlieb Fichte: Grundlage des Naturrechts. Reihe Klassiker auslegen, Berlin/Boston 2016 2.

Renaut, Alain, Le système du droit : Philosophie et droit dans la pensée de Fichte, Paris 1986.

Professor: CAMPAGNA Norbert

Transcendental philosophy

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

ECTS: 5

Course learning outcomes: Students read with comprehension, and critically interpret selected texts from early post-kantian idealist philosophy. Students analyse and discuss these texts. They get an insight into the idea of transcendental philosophy and its development in the post-kantian era. In particular, students evaluate the differences between Kantian transcendental philosophy and early German idealism.

Description: The first half of this seminar is dedicated to passages from central texts of the early post-Kantian era, especially from the work of Reinhold, Schulze and the young Fichte. In the second half of the semester, we turn to a detailed analysis of Fichte's Doctrine of Science(1794/95).

Language: Anglais

Mandatory: Non

Evaluation: Paper (3000 words) or 30 min. oral exam

Remark: Bibliographie:

Allison, H. E. (2004) Kant's Transcendental Idealism. An Interpretation and Defense, second edition, New Haven, London: Yale University Press.

Beiser, F. (2002) German Idealism. The Struggle Against Subjectivism 1781-1801, Cambridge/London: Harvard University Press.

Beiser, F. (1987) The Fate of Reason. German Philosophy from Kant to Fichte, Cambridge/London: Harvard University Press.

Breazeale, D. (2001) Fichte's Conception of Philosophy as a "Pragmatic History of the Human Mind" and the Contribution of Kant, Platner, and Maimon, in: Journal of the History of Ideas 62, 685-703.

Fichte, J. G. (2000) Foundations of Natural Right, ed. by F. Neuhouser, trans. by M. Baur, Cambridge: University Press.

Fichte, J. G. (1994): Introductions to the Wissenschaftslehre and other Writings (1797-1800), ed. and trans., with an Introduction and Notes, by D. Breazeale, Indianapolis/Cambridge: Hackett.

Fichte, J. G. (1988): Fichte. Early Philosophical Writings, ed. and trans. D. Breazeale, Ithaca, London: Cornell University Press.

Master in Modern and Contemporary European Philosophy

- Fichte, J. G. (1987) *The Vocation of Man*, trans. with introduction and notes by P. Preuss, Indianapolis/Cambridge: Hackett.
- Fichte, J. G. (1982): *Foundations of the Entire Science of Knowledge*, in: *Science of Knowledge*, ed. and trans. P. Heath and J. Lachs, Cambridge: Cambridge University Press.
- Giovanni, G. di/Harris, H. S. (2000) *Between Kant and Hegel. Texts in Development Of Post-Kantian Idealism*, Indianapolis: Hackett.
- Reinhold, K. L. (2005) *Letters on the Kantian Philosophy*, ed. K. Ameriks, trans. J. Hebbeler, Cambridge: Cambridge University Press.
- Reinhold, K. L. (2000) *The Foundation of Philosophical Knowledge(1791)*, in Giovanni/Harris (2000).
- Schulze, G. E. (2000) *Aenesidemus*, in Giovanni/Harris (2000).
- Schulze, G. E. (1801) *Kritik der theoretischen Philosophie*, 2 vol., Hamburg: Bohn.
- Wood, Allen (1991), *Fichte's Philosophical Revolution*, in: *Philosophical Topics*19:2 (1991), 1-28.

Professor: HEIDEMANN Dietmar

Phenomenology

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

ECTS: 5

Course learning outcomes: Students will acquire a thorough understanding of Franz Brentano's phenomenological approach to the mind and should be able to critically discuss his positions and connect them to disputed questions in present-day analytic philosophy of mind

Description: 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. The classes will center around one single book: the *Psychology from an Empirical Standpoint* by the Austro-German philosopher Franz Brentano (1838-1917). Brentano usually is regarded as the grandfather of the phenomenological movement. As we will see, his book, which is full of innovative insights, is of groundbreaking importance for a number of issues at stake in the present-day research context: the criteria of mentality, the ineliminable character of the first-person perspective, the nature of consciousness, the structure of experience, the variety of attitude types, the nature of cognitive and emotional experiences, etc.

Language: Français

Mandatory: Non

Evaluation: Original papers (about 3000 words / 10 pages) should address one of the topics discussed during the classes and be written in English, French or German. They should be send to [arnaud.dewalque\(a\)uliege.be](mailto:arnaud.dewalque(a)uliege.be) 18 th June 2021. They are expected to meet the academic standards (in terms of language quality, clarity and logical articulation, full-blown references, etc.).



Master in Modern and Contemporary European Philosophy

Assessment criteria: (i) participation in critical discussions during the classes, (ii) good understanding of the content of the classes/the topic addressed in the final paper, (iii) clarity and articulation of the answers/paper.

Remark:

Recommended readings:

Each class will be dedicated to the discussion of one chapter of Franz Brentano's Hauptwerk:
*F. Brentano, *Psychologie vom empirischen Standpunkte* (hereafter PES)
- Original edition: Leipzig, Duncker & Humblot, 1874, 2nd ed. 1924. Reprinted in Brentano F., *Sämtliche veröffentlichte Schriften*, vol. I., Th. Binder and A. Chrudzimski (eds.), Frankfurt/Main, Ontos Verlag, 2008.
- Trad. fr. M. de Gandillac, revue par J.-F. Courtine, *Psychologie du point de vue empirique*, Paris, Vrin, 2008.
- Engl. edition by L. L. McAlister, *Psychology from an Empirical Standpoint*, 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.
The relevant chapters will be made available on moodle.
Further, recommended reading (optional):
*U. Kriegel (ed.), *The Routledge Handbook of Brentano and the Brentano School*, London, Routledge, 2017.
*F. Brentano, *Deskriptive Psychologie*:
- Original edition: R. M. Chisholm et W. Baumgartner (eds.), Hamburg, Meiner, 1982; new, critical ed. In preparation by G. Fréchette.
- Trad. fr. A. Dewalque, *Psychologie descriptive*, Paris, Gallimard, 2017.
- 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

Module:

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.

Description:

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.

Language:

Anglais

Mandatory:

Non

Evaluation:

Paper presentation

Remark:

Bibliography:
tba.

Professor:

HEIDEMANN Dietmar



Master in Modern and Contemporary European Philosophy

Semester 3

Contemporary European Philosophy II

Module:	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.
Description:	<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>
Language:	Anglais
Mandatory:	Non
Evaluation:	Presentation and paper (10 – 15 pages)
Professor:	HOFMANN Frank

Master Colloquium (b)

Module:	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



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.

Description: 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.

Language: Anglais

Mandatory: Non

Evaluation: Presentation and discussion of research projects.

Professor: HOFMANN Frank

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

Module: 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.

Description: 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".

Language: Anglais

Mandatory: Non

Evaluation: 10 % Attendance and participation



Master in Modern and Contemporary European Philosophy

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



Master in Modern and Contemporary European Philosophy

Semester 4

Master Colloquium 3

Module:	Module 4: Master module (Semester 4)
ECTS:	5
Language:	Français
Mandatory:	Non
Professor:	HEIDEMANN Dietmar

Semester definition is - either of the two usually 18-week periods of instruction into which an academic year is often divided. Definition of semester. 1 : either of the two usually 18-week periods of instruction into which an academic year is often divided. 2 : a period of six months. Other Words from semester. Example Sentences. Learn More about semester. Keep scrolling for more. Other Words from semester. semestral \ sĕm-ĕ-strĭ- or semestrial \ sĕm-ĕ-strĭ- \ adjective. Examples of semester in a Sentence. Define semester. semester synonyms, semester pronunciation, semester translation, English dictionary definition of semester. n. One of two divisions of 15 to 18 weeks each of an academic year. American Heritage® Dictionary of the English Language, Fifth Edition. Copyright © 2016... Semester - definition of semester by The Free Dictionary. <https://www.thefreedictionary.com/semester>. Printer Friendly. Dictionary, Encyclopedia and Thesaurus - The Free Dictionary 12,580,625,962 visitors served. Semester Season 2 - The first teaser! Cast. Erling. semester definition: 1. one of the periods into which a year is divided at a college or university, especially in the US. Learn more. Meaning of semester in English. semester. noun [C]. uk. Your browser doesn't support HTML5 audio. /sĕmĕs.tĕr/ us. Your browser doesn't support HTML5 audio.