

UNIVERSITY *of York*

DEPARTMENT OF PHILOSOPHY



**GUIDE FOR TAUGHT MA STUDENTS
2016/17**

The advice given in this guide is no substitute for knowledge of University Policy on graduate matters. The University's 'Ordinances and Regulations' is the authoritative work, and should be consulted whenever doubt arises. The purpose of this guide is to explain how University policy is implemented in the Philosophy Department.

Departmental Postgraduate Teaching Aims

In its postgraduate programmes, the Philosophy Department is committed to:

- producing students of a high academic quality who have shown the ability to undertake research,
- incorporating the latest research and scholarship into its courses and tuition, and
- enabling students to appreciate the value of the study of philosophy.

PHILOSOPHY DEPARTMENT GUIDE FOR MA STUDENTS

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Please note that information concerning assessment policies and procedures, exceptional circumstances, the format of essays can be found on the Department's webpages:

<http://www.york.ac.uk/philosophy/current/taught-postgraduates/>

1 INTRODUCTION TO THE DEPARTMENT

The Department of Philosophy welcomes all those who have come to York to undertake work leading to an MA degree. This guide is intended to offer you information and advice, so that you can become familiar with our procedures and make the best use of your time here. We hope that you, as members of the Philosophy Department, will take full advantage of what we have to offer.

The Department of Philosophy has around 25 members of academic staff including teaching fellows, offering a wide range of areas of research interest, including the history of philosophy (ancient, early modern, late modern and early twentieth century), metaphysics, epistemology, philosophy of mind, philosophy of language, philosophy of logic, philosophy of religion, ethics, applied ethics, aesthetics, and continental philosophy. The library provision is strong in all these areas. The Department has links with a number of other Departments in the university, in particular with the Politics Department, the English Department, and the Department of Health Sciences. It is one of the constituent Departments of the Humanities Research Centre, housed in the Berrick Saul Building, where space is available for postgraduates to work and meet other postgraduates in the humanities.

The Department is based in the Sally Baldwin Buildings, Block A. The offices of the academic and departmental administrative staff are here. The staff seminars and Philosophy Colloquia are typically held in the departmental seminar room A/009.

Members of Staff and their Research Interests

Keith Allen (BA (Cambridge), MPhil, PhD (University College London)) Senior Lecturer, **Chair of the Board of Studies**

Room A/103, tel 323255, email keith.allen@york.ac.uk

His interests include colour, perception, and Early Modern Philosophy.

Richard Chappell (PhD (Princeton)) Lecturer

Room A/005, tel 324169, email richard.yetterchappell@york.ac.uk

His primary research interests are in Consequentialism and non-naturalist normative realism. He's also interested in applied ethics and epistemology.

James Clarke (BA (Leeds Metropolitan), MA (Sussex), PhD (Durham)) Lecturer

Room A/003, tel 323254, email james.clarke@york.ac.uk

His interests include Post-Kantian practical philosophy (especially that of Fichte and Hegel), Rousseau's moral psychology and political philosophy, Contemporary Critical Theory

Joshua Cockayne (BA, MA (University of York)), Associate Lecturer

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His interests include philosophy of Christianity, the question of God and morality, Kierkegaard.

Greg Currie (BSc, PhD (London School of Economics), Professor,
Room A/011, 324167, email gregory.currie@york.ac.uk
His interests include the arts and cognition

Dorothea Debus (MA (Munich), BPhil (Oxford), DPhil (Oxford)) Lecturer
Room A/122, tel 323263, email dorothea.debus@york.ac.uk
Her interests include memory, emotion, and the will.

David Efird (BA (Duke), M.Div. (Princeton Theological Seminary), MSc (Edinburgh), DPhil (Oxford)) Senior Lecturer, **Deputy Head of Department**
Room A/116, tel 323250, email david.efird@york.ac.uk
His interests include metaphysics (especially modal metaphysics) and the philosophy of religion.

Stephen Everson (BA MA (Oxford), PhD (London)) Lecturer
Room A/016, tel 323262, email stephen.everson@york.ac.uk
His interests are in ancient philosophy and philosophy of mind. He is the author of *Aristotle on Perception*, and he is editor of *Aristotle: The Politics* and of a number of books on ancient philosophy.

Johan Gustafsson (BA, MA (Stockholm), PhD (Royal Institute of Technology, Stockholm)) Lecturer
Room A/016A, tel 324172, email johan.gustafsson@york.ac.uk
His interests include personal identity and Locke.

Stephen Holland (MA, DPhil (Oxford), MA (London), PhD (York)) Reader
Room A/105, tel 323253, email stephen.holland@york.ac.uk
His interests are in ethics, especially bioethics and normative theory.
He has published *Bioethics: A Philosophical Introduction* and also *Public Health Ethics*.

Owen Hulatt (BA, MA, PhD (York)), Associate Lecturer, **Convenor of the taught MA in Philosophy, and the Graduate Diploma**
Room A/117, tel 324312, email owen.hulatt@york.ac.uk
His interests include Frankfurt School critical theory (particularly Adorno), aesthetics, anti-humanist political philosophy, Spinoza and post-Kantian idealism. He is currently working on a book on Louis Althusser.

Christopher Jay BA Philosophy (London), MPhil. Stud., PhD (UCL) Associate Lecturer, **Director of First Year Studies**
Room A/012, tel 324301, email christopher.jay@york.ac.uk
Most of his current research is in metaethics and related areas of philosophy (especially other areas of philosophy where the sorts of commitments a person can or ought to have are at issue). Other areas of interest are fictionalism and realism, Kant's moral philosophy and philosophy of religion. He is also working on what sorts of reasons a person can have.

Nick Jones (BA (York), MA, PhD (Nottingham)) Associate Lecturer, **Undergraduate Admissions**
Room A/108, tel 323262, email nick.jones@york.ac.uk
His interests include philosophy of mind, epistemology, aesthetics, and the philosophy of Darwinism.

Peter Lamarque (MA (UEA), BPhil (Oxford)) Professor,
Room A/109, tel 323259, email p.v.lamarque@york.ac.uk
His interests centre on aesthetics and the philosophy of literature. He is the author of *Truth, Fiction, and Literature* (with S. H. Olsen), *Fictional Points of View*, and *The Philosophy of Literature*. He was editor of the *British Journal of Aesthetics* from 1995-2008. His recent work has been on interpretation, aesthetic properties, and ontology.

Barry Lee (BA (Newcastle-upon-Tyne), MA (York), PhD (London, Birkbeck) Lecturer
Room A/107, tel 323257, email barry.lee@york.ac.uk

His interests include contemporary metaphysics (especially material objects, identity, persistence, supervenience, events, causation and modality), philosophy of language (especially metaphor and fiction), philosophy of mind and Wittgenstein.

Mary Leng (BA (Oxon), PhD (Toronto)) Senior Lecturer
Room A/113, tel 323256, email mary.leng@york.ac.uk

Her interests are in Philosophy of Mathematics; Philosophy of Science; Philosophical Logic; Metaphysics; History of Analytic Philosophy.

Daniel Molto (BA (Toronto), MA, PhD (York)) Associate Lecturer
Room A/116, tel 323250, email daniel.molto@york.ac.uk

His primary interests are in philosophical logic and metaphysics, in particular the logic and metaphysics of identity. He is also interested in the philosophy of language and the philosophy of religion.

Paul Noordhof (BA (Oxford), PhD (London)) Professor **Director of Research, (Spring and Summer Terms)**
Room A/101A, tel 323266, email paul.noordhof@york.ac.uk

His main research interests are in philosophy of mind, action theory and metaphysics. He is currently writing a monograph on causation as counterfactual chance-raising entitled 'A Variety of Causes' (under contract with OUP) and a monograph on mental causation entitled 'The Cement of the Mind' (under contract with OUP).

Christian Piller (Mag Phil (Graz), MA, PhD (Princeton)) Senior Lecturer, **Director of School of Politics, Economics and Philosophy**

Room A/126, tel 323261, email christian.piller@york.ac.uk

His interests include ethics, decision theory, and Austrian philosophy.

Louise Richardson (MA (Durham), PhD (Warwick) Lecturer, **Chair of Undergraduate Board of Examiners**
Room A/005, tel 324302, email louise.richardson@york.ac.uk

Her interests include Philosophy of Mind, and Perception

Her research is focussed on questions about the five familiar perceptual senses - seeing, hearing, touching, tasting and smelling. She is currently concerned, particularly, with what differentiates the senses from other faculties that help us to find out about the world, and with what distinguishes the senses from one another.

Tom Stoneham (MA (Oxon) MPhil, PhD (London)) Professor, **Director of Research (Autumn Term), Dean of the York Graduate Research School**

Room A/101B, tel 323258, email tom.stoneham@york.ac.uk

His interests include self-knowledge, philosophy of mind, the epistemology of reasoning, consciousness, and early modern philosophy. He is the author of *Berkeley's World*.

Alan Thomas (BA (Cambridge), D.Phil. (Oxford)) Professor, **Head of Department**

Room A/012, tel 324177, email ap.thomas@york.ac.uk

His interests include moral and political philosophy and epistemology. He is the author of *Value and Context* (OUP, 2006), *Thomas Nagel* (Acumen/Routledge, 2008/2015) and *Republic of Equals* (OUP, 2016). He is currently working on a Templeton-funded research project, "The Moral Psychology of Inequality".

Rob Trueman (BA, MPhil, PhD (Cambridge)), Lecturer

Room A/119, tel 4122, email rob.trueman@york.ac.uk

His primary interests are in metaphysics, philosophical logic and the philosophy of mathematics.

Catherine Wilson (B.Phil (Oxon), PhD (Princeton), Anniversary Professor
Room A/119, tel 324122, email catherine.wilson@york.ac.uk

Her research is focused on the relationship between historical and contemporary developments in the empirical sciences, including physics and the behavioural and life sciences, and some traditional problems of philosophy. She is also interested in metaethics from a naturalistic perspective.

Helen Yetter-Chappell (PhD (Princeton)) Lecturer

Room A/121, tel 323297, email helen.yetter-chappell@york.ac.uk

Her primary research interests focus on consciousness, mental imagery, and introspection. She is also interested in philosophy of mind and areas that touch on it, including intentionality, personal identity and the unity of consciousness, Berkeleyan idealism, metaethical non-naturalism, and character/virtue.

Members of Support and Administrative Staff

Carol Dixon

Room A/021, tel 323251, email carol.dixon@york.ac.uk

Taught MA and Graduate Diploma Admissions; Assessments and Exceptional Circumstances for Taught MA and Graduate Diploma students; Taught Programme Co-ordinator and Office Manager; Module changes; Elective modules; Visiting student administration; Timetabling enquiries

Janet Eldred

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Postgraduate research admissions; Research Student Administration; Departmental research Administration

Julie Kay

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Department Manager; Administrator for First Year Admissions; Finance management and planning; Member of Senior Management Team; Support for Board of Studies and Teaching Committee; HR matters, including recruitment; Contact for Head of Department's diary

Claire Levett

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Feedback Administrator, reading packs, supervision and feedback and advice time, attendance

Karen Norris

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Undergraduate Assessments Administrator, undergraduate exceptional circumstances

2 MA in Philosophy (Course Convenor: Dr Owen Hulatt)

Programme Overview

The MA in Philosophy course lasts for 12 months (full-time), or 24 months (part-time) and carries a total of 180 credits. You should be doing about 18 hours of work per week for **each** 20-credit module you are taking throughout the total length of the course (not merely during term-time). You should expect your tutors to provide guidance for study and recommendations for reading sufficient for these hours.

General Aims: This course is intended to provide training in philosophical research. Whilst primarily aimed at those who are hoping to progress to a research degree in philosophy, it will be of interest and benefit to those who simply want to study the subject in greater depth. The taught modules aim to provide students with a detailed knowledge of current debates in the core areas of philosophy, as well as grounding in the skills needed to engage in those debates.

General Objectives:

By the end of the course, students should have acquired:

- a critical knowledge of current debates on core issues in philosophy, and
- an understanding of how to apply their knowledge and research skills in order to engage constructively in those debates.
- Through engaging in the Research Skills module and the Research Training Project, they will
 - be better able to understand the demands of advanced research in Philosophy, and to engage with work at this level,
 - have developed their understanding of good practice in philosophical research,
 - have improved their academic skills and research abilities.
- They will also have conducted an independent and extended piece of research (a Dissertation) on a topic of their choice.

By the end of the course, students should have demonstrated the ability to:

- engage critically with major works of philosophy;
- conduct a literature survey;
- initiate and develop their own lines of thought in the context of the study of these works; and
- compare the treatment of philosophical questions offered by philosophers working in different traditions.

More generally, students should have demonstrated the ability to:

- marshal a complex body of information;
- construct cogent arguments in the evaluation of this material;
- construct an extended piece of writing;
- present, in both oral and written forms, a clear and well-structured assessment of relevant considerations; and
- present an argument, articulate its relevance and defend it against criticism.

Course Structure:

The 180 credits of the MA in Philosophy are made up as follows:

Taught Modules (80 credits)

The taught modules are designed to provide students with a detailed knowledge of the core areas of Philosophy. They comprise the following:

Two Core Modules:

- Autumn Term - PHI00019M Topics in Practical Philosophy (20 credits)
- Spring Term - PHI00020M Topics in Theoretical Philosophy (20 credits)

Two 20-Credit Option Modules, one taken in each of the Autumn and Spring Terms and chosen from the modules below:

Autumn Term

- German Idealism: Moral, Legal, and Political Philosophy PHI00039M
- Metaphysics of Mind PHI00050M
- Philosophy of Christianity PHI00027M
- Project Essay PHI00013M

Spring Term

- Contemporary Issues in Bioethics PHI00051M
- Philosophy of Emotions PHI00043M
- Philosophy of Film PHI00046M
- Pragmatism PHI00048M
- Project Essay PHI00013M

Postgraduate Research Skills (PHI00008M) (10 credits)

This module runs in the Autumn and Spring Terms, and aims to introduce students to the skills necessary to carry out successful postgraduate research.

Dissemination Practice (PHI00023M) (10 credits)

In this module students gain experience of all aspects of the dissemination of philosophical research, including organising a small internal conference.

Dissertation Preparation PHI00022M (20 credits)

This module runs in the Autumn, Spring and Summer Terms. It aims to teach students to learn how to identify, prepare and plan a research project in philosophy.

The Dissertation (PHI00017M) (60 credits)

As an application of the core knowledge, skills and experience gained in the previous stages of the course, the Dissertation enables students to produce a sustained piece of critical writing on a topic previously defined and developed through the Dissertation Preparation module.

Course Structure for Full-time Students

Term 1	PHI00019M Topics in Practical Philosophy	PHI00008M Postgraduate Research Skills	PHI00022M Dissertation Preparation
	Option module		
Term 2	PHI00020M Topics in Theoretical Philosophy		
	Option module		
Term 3	PHI00023M Dissemination Practice		
Summer Vacation	PHI00017M Dissertation (Writing up)		

Course Structure for Part-time Students

Term 1	PHI00019M Topics in Practical Philosophy	PHI00008M Postgraduate Research Skills
Term 2	PHI00020M Topics in Theoretical Philosophy	
Term 3 and Summer Vacation	PHI00013M Project Essay	
Term 4	Option Module	PHI00022M Dissertation Preparation
Term 5	-----	
Term 6	PHI00023M Dissemination Practice	
Summer Vacation	PHI00017M Dissertation (Writing up)	

Module Outlines (in alphabetical order)

MA IN PHILOSOPHY

Module Outlines – 2016/17

OPTION MODULE

Module Title:	Contemporary Issues in Bioethics
Module Code:	PHI00051M
Module Tutor:	Stephen Holland
Assessment Value:	20 Credits
Duration of Module:	Spring Term
Teaching Programme:	Lectures and seminars; a minimum of two half hour meetings to discuss essay topic and plan
Prohibited Module(s):	PHI00002H Contemporary Issues in Bioethics – 3 rd year undergraduate module if previously taken.
Aim:	The aim of the module is to explore philosophically the moral implications of advances in sciences related to medicine, specifically: <ul style="list-style-type: none"> • to achieve an understanding of some recent relevant advances in sciences related to medicine; • to look at the moral implications of such advances; • to see how philosophical moral theory might help deal with the resultant bioethical issues.
Objectives and learning outcomes:	<p><i>Subject content</i></p> <ul style="list-style-type: none"> • The module is organised around philosophical themes relevant to bioethical problems. Examples of relevant themes include moral status; life, death and killing; personal identity; and the argument from nature. Bioethical problems of the following kinds are discussed in depth: stem cell research, xenotransplantation, euthanasia, brain death, advance directives, prenatal genetic intervention, cloning, and genetic enhancements. <p><i>Academic and graduate skills</i></p> <ul style="list-style-type: none"> • The ability to assimilate and engage with both recent advances in biomedicine and relevant philosophical theory. <p><i>Other learning outcomes (if applicable)</i></p> <ul style="list-style-type: none"> • To provide students with the opportunity to continue the development of their philosophical skills, such as critically reading texts, presenting written material, and engaging in philosophical discussion.
Content:	Students attend relevant UG lectures and seminars (which are research-led) to provide themselves with a background in the general area of research, while working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed essay, which they will work on in parallel with the lecture/seminar course. They will be expected to produce a topic proposal and reading list by week 7, and a plan for their essay by week 10, and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use

	of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.
Formative Assessment:	<ul style="list-style-type: none"> • Essay proposal and reading list, Week 7 Spring Term • Essay plan, Week 9 Spring Term
Summative Assessment:	<ul style="list-style-type: none"> • One 4,000-word essay due on Tuesday Week 1 of Summer Term
General:	Students are expected to participate in lectures and seminars for the corresponding 3 rd year undergraduate module in order to provide themselves with a general background in the wider research area.
Suggested Preliminary Reading:	<p>Holland, S. 2003: <i>Bioethics: A Philosophical Introduction</i>. Cambridge: Polity.</p> <p>Steinbock, B. (ed.) 2007: <i>The Oxford Handbook of Bioethics</i>. Oxford: OUP.</p> <p>Holland, S. (ed.) 2012: <i>Arguing about Bioethics</i>. London: Routledge.</p>

Module Title:	Dissemination Practice
Module Code:	PHI00023M
Proposed Module Tutor:	Owen Hulatt
Assessment Value:	10 Credits
Duration of Module:	Summer Term
Teaching Programme:	No formal teaching programme. Students work together to organise a 1-day internal graduate conference
Procedural requirements:	
Aim:	<ul style="list-style-type: none"> To give students experience of all aspects of dissemination of philosophical research including organising a dissemination event; preparing, presenting and defending a paper; challenging work presented by others at a 'conference'; editing conference proceedings.
Objectives:	<p>Subject content</p> <ul style="list-style-type: none"> The module consists of the whole cohort organising a conference, presenting papers and discussing each other's work and editing the proceedings. The cohort will be split into two teams for the teamwork elements, with one team organising and the other editing. All students will be expected to give a paper at the conference and engage actively in the discussions. <p>Academic and graduate skills</p> <ul style="list-style-type: none"> Skills required to organise an academic event The ability to prepare, present and defend a paper The ability to engage constructively in an academic conference The ability to edit the proceedings of the conference to provide a permanent record of the event <p>Other learning outcomes (if applicable)</p> <ul style="list-style-type: none"> Teamwork Constructive criticism
Content:	<ul style="list-style-type: none"> The module will see the students working together to create a conference at which they all speak and engage and edit the conference proceedings to provide a permanent record. The teamwork elements will be assessed by a report detailing how the team worked together and the different roles taken by different individuals. The individual work elements (conference paper and engagement) will be peer assessed by questionnaire but moderated by reference to examiners attending and completing same questionnaire.
Formative Assessment:	None
Summative Assessment:	<ul style="list-style-type: none"> Chairing conference session – Week 6, Summer Term, 10% of mark Presentation of paper at conference – Week 6, Summer Term, 50% of mark Teamwork Exercise – 2000 word report 40% of mark due Friday Week 7
General:	Students should endeavour to meet their tutor during term-time for advice about their assignments. They are also encouraged to make use of Staff Feedback and Advice Time slots which are advertised on the web and posted on staff doors.

Module Title:	Dissertation Preparation
Module Code:	PHI00022M
Module Tutor:	David Efirid
Assessment Value:	20 Credits
Duration of Module:	Autumn, Spring and Summer Terms
Teaching Programme:	8 Seminars; 10 Peer Support meetings; 5 individual meetings with supervisor
Co-requisite module:	PHI00023M Dissemination Practice
Aim:	<ul style="list-style-type: none"> • To learn how to identify, prepare and plan a research project in philosophy • To learn how to present research projects in funding applications • To master resource discovery tools and literature surveys • To learn how to develop own ideas while also engaging with existing literature on the topic
Objectives:	<p>By the end of the module students will:</p> <ul style="list-style-type: none"> • Understand the main elements of a successful research project in philosophy: research questions, research context and outline of project • Be able to identify and develop a set of research questions on the basis of critical engagement with a body of literature • Be able to develop a clear plan for a dissertation which presents their ideas forcefully and cogently • Be prepared to write up their project independently
Content:	
Formative Assessment:	
Summative Assessment:	Research Proposal (1000 words) Monday Week 1 Spring Term (25%); Annotated Bibliography (3000 words) Tuesday Week 1 Summer Term (30%); Dissertation Outline (2000 words) Monday Week 8 Summer Term (45%).
General:	
Suggested Preliminary Reading:	

Module Title:	Dissertation (Writing Up)
Module Code:	PHI00017M
Assessment Value:	60 Credits
Duration of Module:	Summer vacation
Teaching Programme:	Independent study with supervisory support in the form of feedback on one draft of the Dissertation, provided the draft is no longer than 10,000 words and is submitted by the deadline agreed with the Supervisor
Pre-requisite module:	PHI00022M Dissertation Preparation
Aim:	<ul style="list-style-type: none"> •To give students experience in writing up a well-defined philosophical project •To enhance their philosophical skills of argument and debate
Objectives:	<p>By the end of the module students will have had the opportunity:</p> <ul style="list-style-type: none"> •To apply the core knowledge, skills and experience gained in the previous stages of the course •To write a substantial piece of philosophy on a topic previously defined and developed through the Dissertation Preparation module •To develop critical and argumentative skills by producing a cogent, extended argument •To develop professional skills by working independently to produce a research output on an agreed topic to a deadline
Content:	
Formative Assessment:	
Summative Assessment:	10,000-word dissertation due Friday 1 September 2017
General:	
Suggested Preliminary Reading:	

Module Title:	GERMAN IDEALISM: MORAL, LEGAL, AND POLITICAL PHILOSOPHY
Module Code:	PHI00039M
Module Tutor:	James Clarke
Assessment Value:	20 Credits
Duration of Module:	Autumn Term
Teaching Programme:	Lectures and seminars; a minimum of two half hour meetings to discuss essay topic and plan
Prohibited Module:	Year 3 module German Idealism PHI00073H – if taken previously
Aim:	<p>Subject Content</p> <ul style="list-style-type: none"> To provide an introduction to the moral, legal, and political philosophy of German idealists such as Fichte, Schelling, and Hegel. To consider the relevance of that philosophy for debates in contemporary moral, legal, and political philosophy. To provide a research-led approach to understanding and participating in debates relating to German idealism and its contemporary relevance. <p>Academic and Graduate Skills</p> <ul style="list-style-type: none"> To develop students' abilities to apply philosophical tools and techniques, in order to advance understanding of intellectual problems, and to provide a grounding for further independent research
Objectives or Learning Outcomes:	<p>Subject content</p> <ul style="list-style-type: none"> Students should be able to display an in depth and systematic understanding of some key issues in German idealism, with a focus on moral, legal, and political philosophy, with a grasp of the forefront of current research in the area, providing a solid grounding for further independent research on related topics. <p>More specifically, students will be able to:</p> <ul style="list-style-type: none"> understand and evaluate the moral, legal, and political philosophy of German idealists such as Fichte, Schelling, and Hegel. understand and explain key concepts such as "recognition", "the pure I", "striving", "ethical life", etc. relate the moral, legal, and political philosophy of the German idealists to debates within contemporary moral, legal, and political philosophy. display (through their independent work on a topic of their choosing) mastery of a specific debate relating to German idealism, evaluating contributions to this debate and developing and defending their own position on the topic. <p>Academic and graduate skills</p> <ul style="list-style-type: none"> Students will be able to analyse complex areas of knowledge, displaying critical awareness; synthesise information and ideas from a variety of sources at the forefront of the discipline; evaluate research critically; and show originality in the discussion and application of ideas from the

	<p>philosophical literature in developing their own arguments.</p> <ul style="list-style-type: none"> • Students should show the ability to work autonomously and self critically on an extended essay that goes beyond the core framework that is provided in lectures and seminars.
General:	<p>Students attend relevant UG lectures and seminars (which are research-led) to provide a background in the general area of research, while working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed essay, which they will work on in parallel with the lecture/seminar course. They will be expected to produce a topic proposal and reading list by week 7, and a plan for their essay by week 10, and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.</p>
Formative Assessment:	<ul style="list-style-type: none"> • Short research proposal and list of initial readings Week 7 of Autumn Term • Essay plan Week 10 of Autumn Term
Summative Assessment:	<ul style="list-style-type: none"> • One 4,000-word essay due on Monday Week 1 of Spring Term
Recommended Reading:	<p>Fichte, J. G. <i>Foundations of Natural Right</i> (Cambridge: Cambridge University Press, 2000.)</p> <p>Fichte, J. G. <i>The System of Ethics</i> (Cambridge: Cambridge University Press, 2005.)</p> <p>Hegel, G. W. F. "On the Scientific Ways of Treating Natural Law" in G. W. F. Hegel, <i>Political Writings</i>, trans. & ed. L. Dickey and H. B. Nisbet (Cambridge: Cambridge University Press, 1999).</p> <p>Honneth, A. <i>The Struggle for Recognition. The Moral Grammar of Social Conflicts.</i> (Cambridge: Polity Press, 1996).</p>

Module Title:	METAPHYSICS OF MIND
Module Code:	PHI00050M
Module Tutor:	Helen Yetter-Chappell
Assessment Value:	20 Credits
Duration of Module:	Autumn Term
Teaching Programme:	One 2-hour lecture and one 90-minute seminar in each of Weeks 2 - 8 and 10; a minimum of two half-hour meetings to discuss essay topic and plan
Prohibited Modules:	PHI00093H Metaphysics of Mind 3 rd year module; PHI00018H Consciousness 3 rd year module prohibited except by special arrangement.
Aim:	<ul style="list-style-type: none"> To provide a research-led approach to understanding and participating in contemporary debates in the metaphysics of mind To develop students' abilities to apply philosophical tools and techniques in order to advance understanding of intellectual problems. To provide a grounding for independent research in the metaphysics of mind.
Objectives or Learning Outcomes:	<p>Subject content</p> <p>By the end of this course, students should be able to display an in depth and systematic understanding of:</p> <ul style="list-style-type: none"> The dominant views on the relationship between the mind and the external world, including: physicalism, interactionist & epiphenomenalist dualism, panpsychism, and idealism Philosophical problems surrounding the unity of consciousness <p><i>Academic and graduate skills</i></p> <ul style="list-style-type: none"> Students should be able to analyse complex areas of knowledge, displaying critical awareness; synthesise information and ideas from a variety of sources at the forefront of the discipline; evaluate research critically; and show originality in the discussion and application of ideas from the philosophical literature in developing their own arguments. Students should show the ability to work autonomously and self critically on an extended essay that goes beyond the core framework that is provided in lectures and seminars. Develop the ability to provide high-level constructive peer criticism, enabling peers to amend and develop their practice as thinkers and learners in the light of reflection, advice, and feedback <p><i>Other learning outcomes (if applicable)</i></p> <ul style="list-style-type: none"> Students should be comfortable and confident in discussing their own and others' ideas and in tackling unfamiliar problems.
Content:	Students attend relevant UG lectures and seminars (which are research-led) to provide a background in the general area of research, while

	<p>working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed essay, which they will work on in parallel with the lecture/seminar course. They will be expected to produce a topic proposal and reading list by week 7, and a plan for their essay by week 10, and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.</p>
Formative Assessment:	<ul style="list-style-type: none"> • Topic proposal and reading list due Week 7 of Autumn Term • Essay plan Week 9 of Autumn Term
Summative Assessment:	<p>1) Draft essay swap in Week 10 of Autumn Term. Mark (worth 3% of overall mark) is based on (i) submission of draft essay (1,500+ words), and (ii) participation in oral peer draft essay workshop session.</p> <p>2) One 4,000-word essay due Monday Week 1 Spring Term. Mark is worth 97% of overall mark.</p>
General:	<p>Students are expected to participate in lectures and seminars for the corresponding 3rd year undergraduate module in order to provide general background in the wider research area.</p>
Recommended Reading:	<p><i>A Dialogue on Consciousness</i>, Alter & Howell <i>Three Dialogues Between Hylas and Philonous</i>, Berkeley <i>The Conscious Mind</i>, David Chalmers "The Combination Problem for Panpsychism", David Chalmers <i>Consciousness and Fundamental Reality</i>, Goff "Epiphenomenal Qualia", Jackson "Defining Physicalism", Ney "What's So Bad about Overdetermination", Sider "Realistic Monism: Why Physicalism Entails Panpsychism", Strawson "Idealism Without God", Yetter-Chappell "What is the Unity of Consciousness?", Bayne & Chalmers, "Brain Bisection and the Unity of Consciousness", Nagel</p>

Module Title:	PHILOSOPHY OF CHRISTIANITY
Module Code:	PHI00027M
Module Tutor:	Joshua Cockayne
Assessment Value:	20 Credits
Duration of Module:	Autumn Term
Teaching Programme:	Eleven 1-hour lectures and nine 2-hour seminars between Weeks 2 -10; a minimum of two half hour meetings to discuss essay topic and plan
Prohibited Module:	Philosophy of Christianity PHI00058H – 3 rd year undergraduate module if previously taken.
Aim:	<ul style="list-style-type: none"> to apply contemporary, analytic philosophy to theology in order (i) to explicate theological doctrines, (ii) to identify the philosophical problems those doctrines give rise to, (iii) to identify solutions to those problems, and (iv) to evaluate those solutions. to develop students' abilities to apply philosophical tools and techniques in order to advance understanding of intellectual problems; to provide a grounding for independent research in the philosophy of Christianity.
Objectives or Learning Outcomes:	<p>Students should be able to:</p> <ul style="list-style-type: none"> display an in depth and systematic understanding of some key topics in the philosophy of Christianity, with a grasp of the forefront of current research in the area, providing a solid grounding for further independent research on related topics; <p>In particular, they should be able to:</p> <ul style="list-style-type: none"> explain the doctrines of Scripture, the Trinity, Providence, Original Sin, the Incarnation, the Atonement, the Resurrection of the Body, the Life Everlasting, and the Eucharist; explain various interpretations of these doctrines, e.g. the kenotic interpretation of the Incarnation; critically evaluate these interpretations relative to one another. Students should be able to analyse complex areas of knowledge, displaying critical awareness; synthesise information and ideas from a variety of sources at the forefront of the discipline; evaluate research critically; and show originality in the discussion and application of ideas from the philosophical literature in developing their own arguments. Students should show the ability to work autonomously and self critically on an extended essay that goes beyond the core framework that is provided in lectures and seminars.
Content:	This module examines the implications and beliefs of a range of Christian doctrines which have philosophical importance. These include the doctrines of Scripture (that the Bible is authoritative and inspired by God), the Trinity (there is one God who exists in three persons), Providence (that God has a plan for humanity and for the world), Original Sin (that humans are guilty of sin from birth and created such that they will inevitably sin), the Incarnation (that Jesus is both human

	and divine), the Atonement (that the death of Jesus reconciles humanity to God), the Resurrection of the Body (that we will be raised bodily from the dead), the Life Everlasting (that there is an eternal, conscious afterlife consisting of life in either Heaven or Hell), and the Eucharist (that the consecrated bread is the Body of Christ and the consecrated wine the Blood of Christ, respectively).
General:	Students attend relevant UG lectures and seminars (which are researched) to provide themselves with a background in the general area of research, while working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed essay, which they will work on in parallel with the lecture/seminar course. They will be expected to produce a topic proposal and reading list by week 7, and a plan for their essay by week 10, and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.
Formative Assessment:	<ul style="list-style-type: none"> • Essay Proposal and Reading List, Week 7 Autumn Term • Essay plan, Week 10 Autumn Term
Summative Assessment:	<ul style="list-style-type: none"> • One 4,000-word essay due on Monday Week 1 of Spring Term
Recommended Reading:	<p>Oliver Crisp (ed), <i>A Reader in Contemporary Philosophical Theology</i> (New York: Continuum, 2009).</p> <p>Michael Rea (ed), <i>Oxford Readings in Philosophical Theology, Volume I: Trinity, Incarnation, Atonement</i> (Oxford: Oxford University Press, 2009).</p> <p>Michael Rea (ed), <i>Oxford Readings in Philosophical Theology, Volume II: Providence, Scripture, and Resurrection</i> (Oxford: Oxford University Press, 2009).</p>

Module Title:	PHILOSOPHY OF THE EMOTIONS, THE
Module Code:	PHI00043M
Module Tutor:	Dorothea Debus
Assessment Value:	20 Credits
Duration of Module:	Spring Term
Teaching Programme:	Nine 2-hour lectures and nine 1-hour seminars in weeks 2 - 10; a minimum of two half hour meetings to discuss essay topic and plan
Prohibited Module(s):	Year 3 module Philosophy of the Emotions PHI00081H if taken previously
Aim:	Students will gain a good understanding of contemporary debates and positions in the Philosophy of the Emotions, and they will develop their own views on the issues at hand. They will present the views they encounter in the literature as well as their own views in a clear and concise manner, both orally and in written work.
Objectives or Learning Outcomes:	<p>Subject content</p> <ul style="list-style-type: none"> By the end of the module, students will be able to display an in depth and systematic understanding of the three main definitional theories of the emotions which are defended in the contemporary philosophical literature on the emotions - namely feeling theories, judgement theories and perceptual theories - and they will have assessed these theories critically. They will also have considered philosophical accounts of the place of the emotions in the context of a subject's wider mental life - topics that might be considered here include the relation between emotions and reason; emotions and attention; emotions, knowledge and understanding; and emotion and motivation. <p><i>Academic and graduate skills</i></p> <ul style="list-style-type: none"> Students will hone their skills of engaging with complex ideas, of summarizing the positions of others as presented in the literature accurately and concisely, of assessing the views of others critically, and of developing their own views on the issues at hand in a careful and independent manner. Students should be able to analyse complex areas of knowledge, displaying critical awareness; synthesise information and ideas from a variety of sources at the forefront of the discipline; evaluate research critically; and show originality in the discussion and application of ideas from the philosophical literature in developing their own arguments. Students should show the ability to work autonomously and self critically on an extended essay that goes beyond the core framework that is provided in lectures and seminars.
Content:	Students attend relevant UG lectures and seminars (which are research-led) to provide themselves with a background in the general area of research, while working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed essay, which they will work on in parallel with the lecture/seminar course. They will be expected to

	<p>produce a topic proposal and reading list by week 7, and a plan for their essay by week 10, and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.</p>
Formative Assessment:	<ul style="list-style-type: none"> • Essay proposal and reading list Week 7 of Autumn Term • One 1,000-word essay plan Week 10 of Autumn Term
Summative Assessment:	<ul style="list-style-type: none"> • One 4,000-word essay due on Tuesday Week 1 of Summer Term
Recommended Reading:	<p>Deonna, J. and Teroni, F. (2012): The Emotions. A Philosophical Introduction. London: Routledge.</p> <p>Goldie, P. (ed.) (2010): The Oxford Handbook of Philosophy of Emotions. Oxford: OUP.</p>

Module Title:	PHILOSOPHY OF FILM
Module Code:	PHI00046M
Module Tutor:	Greg Currie
Assessment Value:	20 Credits
Duration of Module:	Spring Term
Teaching Programme:	One 2-hour lecture and one 1-hour seminar per week in weeks 2 - 10; a minimum of two half-hour meetings to discuss essay topic and plan
Prohibited Module:	Philosophy of Film PHI00082H – 3 rd year undergraduate module if previously taken.
Aim:	<p>Subject content</p> <ul style="list-style-type: none"> To examine some of the main problems that arise when we consider the distinctive character of cinema as a story telling medium. The module will involve close attention to several films representing different aspects of the medium; taking a research-led approach to reading and critically assessing interpretations of those films. <p><i>Academic and Graduate Skills</i></p> <ul style="list-style-type: none"> to develop critical skills of comprehension and analysis of narrative films, both fictional and documentary To develop students’ abilities to apply philosophical tools and techniques, in order to advance understanding of intellectual problems, and to provide a grounding for further independent research.
Objectives or Learning Outcomes:	<p>Subject content</p> <p>Students should develop an in depth and systematic critical understanding of contemporary philosophical debates concerning the following issues:</p> <ul style="list-style-type: none"> The film medium: moving pictures Film and photographic realism The viewer Film and the representation of subjectivity Film style: Unreliable narration in film: Film genre Documentary <p>Students will be able to display (through their independent work on a topic of their choosing) mastery of a specific debate in relation to the philosophical understanding of film, evaluating contributions to this debate and developing and defending their own position on the topic.</p> <p><i>Academic and graduate skills</i></p> <ul style="list-style-type: none"> Students should be able to analyse complex areas of knowledge, displaying critical awareness; synthesise information and ideas from a variety of sources at the forefront of the discipline; evaluate research critically; and

	<p>show originality in the discussion and application of ideas from the philosophical literature in developing their own arguments.</p> <ul style="list-style-type: none"> • Students should show the ability to work autonomously and self critically on an extended essay that goes beyond the core framework that is provided in lectures and seminars.
Content:	<p>Students attend relevant UG lectures, film showings, and seminars (which are research-led) to provide a background in the general area of research, while working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed essay, which they will work on in parallel with the lecture/seminar course. They will be expected to produce a topic proposal and reading list by week 7, and a plan for their essay by week 10, and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.</p>
Formative Assessment:	<ul style="list-style-type: none"> • Essay Proposal and Reading list, Week 7 of Spring Term • Essay plan Week 10 of Spring Term
Summative Assessment:	<ul style="list-style-type: none"> • One 4,000-word essay due on Tuesday Week 1 of Summer Term
Recommended Reading:	<p>George Wilson, <i>Seeing fictions in film</i> Greg Currie, <i>Image and Mind</i> Berys Gaut, <i>The Philosophy of Cinematic Art</i></p>

Module Title:	Postgraduate Research Skills
Module Code:	PHI0008M
Module Tutor:	Owen Hulatt
Assessment Value:	10 Credits
Duration of Module:	Autumn and Spring Terms
Teaching Programme:	Seminars and attendance at Philosophy Colloquia, on-line work, tutorials
Procedural requirements:	
Aim:	<ul style="list-style-type: none"> • To develop the student's understanding of what is required in academic research, and the capacity to carry it out. • To train students in specific academic skills. • To support students in successfully completing an MA
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Be better able to understand the demands of advanced research in Philosophy, and to engage with work at this level. • Have developed their understanding of good practice in philosophical research. • Have improved their academic skills and research abilities.
Content:	<ul style="list-style-type: none"> • Preparation of a reflective journal of their research experiences throughout the Autumn and Spring Terms. • Attendance at at least one research seminar or colloquium every two weeks during Autumn and Spring Terms • Tutorials every two weeks to discuss their responses to research events as recorded in their journals and provide mentoring and peer support • Completion of Academic Integrity module, and online Academic Skills module
Formative Assessment:	None
Summative Assessment:	<ul style="list-style-type: none"> • Entries from reflective journal to be submitted on Tuesday, Week 1 Summer Term (80% of overall mark) • Academic Skills module: self-administered online tests throughout Autumn and Spring Terms, deadline Tuesday, Week 1 Summer Term (20% of overall mark)
General:	
Suggested Preliminary Reading:	

Module Title:	PRAGMATISM
Module Code:	PHI00048M
Module Tutor:	Nick Jones
Assessment Value:	20 Credits
Duration of Module:	Spring Term
Teaching Programme:	Lectures and seminars; a minimum of two half hour meetings to discuss essay topic and plan
Prohibited Module(s):	PHI00089H Pragmatism – 3 rd year undergraduate module if previously taken.
Aim:	<p><i>Subject Content</i></p> <ul style="list-style-type: none"> • A review of the loosely-defined tradition of American Pragmatism, considering the key ideas of the ‘classical pragmatists’ (Peirce, James, Dewey), how these were drawn on by later writers (e.g. Quine, Putnam, Misak, Rorty), and their continued influence in contemporary philosophy. <p><i>Academic and Graduate Skills</i></p> <ul style="list-style-type: none"> • The module develops students’ abilities to grasp alternative accounts of key concepts and to see how these challenge more familiar views, and to explore and defend their own judgements in discussion and in writing.
Objectives and learning outcomes:	<p><i>Subject content</i></p> <p>Students should be able to</p> <ul style="list-style-type: none"> • Display an understanding of key components of the pragmatist programme, in particular: empiricism, inquiry, fallibilism, naturalistic epistemology, the focus on practical effects and related ideas about truth and meaning. • Grasp how these ideas illuminate (e.g.) the philosophy of science, the theory of knowledge, political philosophy and the nature of philosophy itself, and evaluate their influence. • Understand how pragmatist ideas have been adopted and applied by very different writers. <p><i>Academic and graduate skills</i></p> <p>Students should be able to</p> <ul style="list-style-type: none"> • Read and critically engage with complex and difficult philosophical material. • Grasp and evaluate new approaches, and relate these to more familiar ideas. • Develop and defend their own considered view of this material.
Content:	Students attend relevant UG lectures and seminars (which are researched) to provide a background in the general area, while working with the module convenor over the course of the term to define and develop a topic for independent research, on which they will write their assessed

	<p>essay, which they will work on in parallel with the lecture/seminar course. They will be expected to produce a topic proposal and reading list by week 7, and a plan for their essay by week 10; and will have a minimum of two meetings with the module convenor to discuss ideas for an essay topic (before producing the proposal) and to discuss the essay plan (on production of the plan). These meetings are an absolute minimum, and it is expected that in practice students will make use of staff office hours regularly throughout the term to discuss their project with the module convenor. Module convenors may also choose to provide feedback on the essay proposal and reading list in person in a further one-to-one meeting, or to meet MA students as a group at the start of term to discuss the subject area and suggest topics for independent research.</p>
Formative Assessment:	<ul style="list-style-type: none"> • Essay proposal and reading list, Week 7 Spring Term • Essay plan, Week 10 Spring Term
Summative Assessment:	<ul style="list-style-type: none"> • One 4,000-word essay due on Tuesday Week 1 of Summer Term
General:	<p>Students are expected to participate in lectures and seminars for the corresponding 3rd year undergraduate module in order to provide themselves with a general background in the wider research area.</p>
Suggested Preliminary Reading:	<p>Indicative preliminary reading:</p> <p>Bacon, M. (2012) <i>Pragmatism: An Introduction</i>. Cambridge: Polity</p> <p>James, W. (1907/2000) <i>Pragmatism and Other Writings</i>. London: Penguin</p> <p>Talisse, R.B. and Aiken, S.F. (2008) <i>Pragmatism: A Guide for the Perplexed</i>. London: Continuum.</p> <p>Thayer, H.S. (1982) <i>Pragmatism: The Classic Writings</i>. Indianapolis: Hackett.</p>

MA IN PHILOSOPHY

Module Outlines – 2016/17 CORE MODULE FOR PART-TIME STUDENTS, OPTIONAL FOR FULL-TIME

Module Title:	PROJECT ESSAY
Module Code:	PHI00013M
Assessment Value:	20 Credits
Duration of Module:	Summer Term (part-time students) Autumn or Spring Term (full-time)
Teaching Programme:	<ul style="list-style-type: none"> • Initial meeting with academic supervisor to discuss a topic proposal and identify potential supervisor. • Proposal to be lodged with carol.dixon@york.ac.uk by Week 5 Autumn Term (if taken by full-time students in Spring Term) or Friday Week 5 Spring Term (part-time students when taken in the Summer Term). If taken during the Autumn Term an expression of interest must be lodged with Carol Dixon at least two weeks before the start of the Autumn Term. The proposal should: <ul style="list-style-type: none"> a) be clear and precisely worded b) include a well-defined and manageable question or topic c) include some indication of the philosophical background (about 200 words) d) include a preliminary bibliography (at least 6 works) • Discuss proposal with potential supervisor. • Three follow-up advisory meetings with supervisor.
Procedural requirements:	Attendance at all required meetings with supervisor.
Aim:	<ul style="list-style-type: none"> • To give students experience in researching and writing on a well-defined philosophical problem.
Objectives:	<p>By the end of the module students will have:</p> <ul style="list-style-type: none"> • Carried out research largely on their own under the guidance of a supervisor • Acquired experience in independent research • Worked on an essay developing a point of view on the chosen topic of research
Content:	<p>This module is designed to enable students with specialised interests to pursue independently a topic of their own choosing. Students taking this module propose an independent study topic. The proposal will then be considered by the Board of Studies and, if accepted, the student will be assigned a suitable member of staff who will supervise the project. The Project Essay is optional for full-time students but compulsory for part-time Philosophy students.</p>
Formative Assessment:	To be agreed with Project supervisor
Summative Assessment:	<p>One 4,000-word essay to be submitted as follows:</p> <ul style="list-style-type: none"> • Monday of Week 1 of Spring Term (if taken in Autumn Term) • Tuesday of Week 1 of Summer Term (if taken in Spring Term) • Friday 1 September 2017 (if taken in Summer Term)
General:	Students should endeavour to meet their tutor during term-time for advice about their assignments. They are also encouraged to make use of Staff Feedback and Advice Time slots which are advertised on the web and posted on staff doors.

Module Title:	Topics in Practical Philosophy
Module Code:	PHI00019M
Assessment Value:	20 Credits
Duration of Module:	1 term (Autumn)
Teaching Programme:	One 2-hour weekly seminar; 1-2 individual tutorials
Procedural requirements:	Preparation for and participation in seminars (additional procedural requirements may vary from year to year)
Aim:	<ul style="list-style-type: none"> •To consider some key issues raised by philosophers concerning normative and/or political theory •To encourage students to engage philosophically with the issues and offer their own critical reflections •To enhance philosophical skills of argument and debate through seminar discussion and written work
Objectives:	To increase one's philosophical knowledge and strengthen one's skills of philosophical engagement by reading, discussing and writing about some important topics in current debates in normative and/or political theory
Formative Assessment:	<ul style="list-style-type: none"> • One 1000-1500-word essay due in Week 7. Students will be offered an individual tutorial to discuss essay feedback. • One essay plan due in week 10
Summative Assessment:	One 4,000-word essay due on Monday, Week 1, Spring Term
General:	Students should endeavour to meet their tutor during term-time for advice about their assignments. They are also encouraged to make use of Staff Feedback and Advice Time slots which are advertised on the web and posted on staff doors.
Suggested Preliminary Reading:	Michael J Zimmerman, <i>Living With Uncertainty. The Moral Significance of Ignorance</i> . Cambridge University Press: 2008 Michael J Zimmerman. <i>Ignorance and Moral Obligation</i> , Oxford University Press 2014. (Both books are available as e-books via the university library.)

Module Title:	Topics in Practical Philosophy
Module Code:	PHI00019M
Assessment Value:	20 Credits
Duration of Module:	1 term (Autumn)
Teaching Programme:	One 2-hour weekly seminar; 1-2 individual tutorials
Procedural requirements:	Preparation for and participation in seminars (additional procedural requirements may vary from year to year)
Aim:	<ul style="list-style-type: none"> •To consider some key issues raised by philosophers concerning normative and/or political theory •To encourage students to engage philosophically with the issues and offer their own critical reflections •To enhance philosophical skills of argument and debate through seminar discussion and written work
Objectives:	To increase one's philosophical knowledge and strengthen one's skills of philosophical engagement by reading, discussing and writing about some important topics in current debates in normative and/or political theory
Formative Assessment:	<ul style="list-style-type: none"> • One 1000-1500-word essay due in Week 7. Students will be offered an individual tutorial to discuss essay feedback. • One essay plan due in week 10
Summative Assessment:	One 4,000-word essay due on Monday, Week 1, Spring Term
General:	Students should endeavour to meet their tutor during term-time for advice about their assignments. They are also encouraged to make use of Staff Feedback and Advice Time slots which are advertised on the web and posted on staff doors.
Suggested Preliminary Reading:	Michael J Zimmerman, <i>Living With Uncertainty. The Moral Significance of Ignorance</i> . Cambridge University Press: 2008 Michael J Zimmerman. <i>Ignorance and Moral Obligation</i> , Oxford University Press 2014. (Both books are available as e-books via the university library.)

Module Title:	Topics in Theoretical Philosophy
Module Code:	PHI00020M
Module Tutor:	Dorothea Debus
Assessment Value:	20 Credits
Duration of Module:	1 term (Spring)
Teaching Programme:	One 2-hour weekly seminar
Procedural requirements:	Preparation for and participation in seminars
Aim:	<ul style="list-style-type: none"> • To consider some key issues relating to issues in Theoretical Philosophy, especially issues in Metaphysics, Epistemology, Philosophy of Language and Philosophy of Mind • To encourage students to engage philosophically with the issues and offer their own critical reflections • To enhance philosophical skills of argument and debate through seminar discussion and written work
Objectives:	<p>By the end of the module students will have had the opportunity:</p> <ul style="list-style-type: none"> • To discuss philosophically and critically topics in Theoretical Philosophy • To pursue these topics through a study of seminal discussions by major philosophers from the early modern period to the present day. • To improve philosophical skills of argument and debate through seminar discussion and written work
Formative Assessment:	One page of A4 essay plan due in Week 9, Spring Term
Summative Assessment:	One 4,000-word essay due on Tuesday , Week 1, Summer Term
General:	Students should endeavour to meet their tutor during term-time for advice about their assignments. They are also encouraged to make use of Staff Feedback and Advice Time slots which are advertised on the web and posted on staff doors.
Suggested Preliminary Reading:	Tim Crane (1995), <i>The Mechanical Theory of Mind</i> Kim Sterelny (1990), <i>The Representational Theory of Mind</i> .

3 SUPPORT AND TRAINING FOR YOUR STUDIES

Departmental Support

The Chair of the Board of Studies is responsible for the overall provision of your course. However, the MA programme has its own Convenor, Dr Owen Hulatt, who will act as your personal supervisor, and you should, in the first instance, direct any specific queries about that programme to him or her. You may also see him at his office hour or at any other time (by arrangement). Each term the members of staff who are tutoring your individual modules will provide you with summative feedback on your assessed work. You can discuss the reports, should you wish to, at the next beginning-of-term supervision with the MA Convenor.

As part of the Postgraduate Research Skills module students are required to attend some of the Department's **Philosophy Colloquia** which provide a programme of internal and external speakers who talk on a wide range of topics. The Colloquium normally meets on Wednesdays during term-time at 4.00 pm in SBA/009. If you have any suggestions for speakers please contact Johan Gustafsson.

University and Other Support

There are a number of services and agencies across the University that can support you with living and studying at the University. You should have received a copy of the **University Handbook** outlining these services when you registered with the Philosophy Department but you can also obtain the information by going to the following student website: <https://www.york.ac.uk/students/>

Technical Support

- New students are automatically registered to use the University's IT Services' facilities (computing, email, Internet, World Wide Web, word-processing).
- Hardware facilities available are networked PCs, UNIX workstations, Apple Macintoshes, and printers; software facilities available include Word, various graphics, statistics, and Excel.
- IT Services are located to the left of the main University Library.
- The IT User Guide, which you should have received together with other information for new students, explains how to use information on your student card to log into the computers which are available centrally and in various classrooms throughout the campus. Visit the IT Services website for further information: <http://www.york.ac.uk/it-services/> or call in at their information desk for help and advice on all operational matters.

Training

- A variety of resources and courses relevant to the particular needs of individual MA students are offered within the University. You should ask your **supervisor** for guidance, and should discuss what your **training needs** might be. In the normal course of your work your tutors will give substantial help on bibliographical sources and study methods. But there are other more formal training courses available to you:
- **IT Services** run a wide range of courses for staff and graduates throughout the year. Visit their website at: <http://www.york.ac.uk/it-services/>
- **Languages for All** run courses in French, German and other modern languages. To see what's available have a look at their website: <http://www.york.ac.uk/inst/lta/lfa/>
- The **Centre for English Language Teaching (CELT)** provides a range of courses on English language skills aimed at students for whom English is not the first language. Details of their programmes can be found at: <http://www.york.ac.uk/celt/>

4 LIBRARIES

The University (J.B. Morrell) Library

The University library provides virtual tours of its facilities and various guides to its services, more details at: <http://www.york.ac.uk/library/>

You should begin by reading the University guide 'Philosophy' in the Library which lists the basic resources and provides a brief guide to the main classification.

The Library keeps a number of bibliographical guides that will be helpful in your work. There are the following electronic guides:

- The Philosopher's Index - on CD-ROM and available on the web
- British Humanities Index - on CD-ROM
- Arts and Humanities Index - available as part of BIDS and accessible through the Network (students need to register in Computing Service).
- Humanities Index - available via ARC and accessible on the Network.

The following bibliographical journals are also available:

- Philosophical Books
- Bibliography of Philosophy

Stephen Everson is responsible for the Department's liaison with the library and suggestions for book buying should be made to him, though David Eford will be carrying out this role during the Autumn Term. Further information about the library opening times etc can be obtained from its website:

<http://www.york.ac.uk/library/>

Other sources of books

Although the J.B. Morrell Library has a very good collection of books in Philosophy, it is very possible that you will find that a book or journal that you need is not stocked. There are a number of other sources available to you.

The Interlending and Document Supply Service (ILDS)

This enables you to order books from any library in the country. You can find more details about the Service at: [Interlending and Document Supply Service](#)

The British Library at Boston Spa

A few miles from York is the central national repository for the Inter-Library Loans service. Details of reference facilities are available in the J.B. Morrell Library. A good strategy is for you to make your literature searches in York to identify what you need to consult, and then to pay a personal visit to consult these works in the Reading Room. If you order at least two weeks in advance (forms are available at the J.B. Morrell Library Help and Information desk) you will be able to get almost immediate access to all you can manage in a day. This will enable you to identify those works which you would like to be able subsequently to borrow and so make the most efficient use of the Inter-Library Loans service. A minibus service to BLDS is available. Contact the library for details. More information at: <http://www.york.ac.uk/library/other-libraries/british-library/>

The Society of College, National and University Libraries (SCONUL)

The SCONUL Access scheme allows University of York Library users to borrow or use books and journals at other libraries belonging to the scheme. Further information about the scheme is available at: [SCONUL](#)

5 UNIVERSITY AND DEPARTMENT COMMITTEES

The University Teaching Committee and the Standing Committee on Assessment are the major University bodies dealing with graduate affairs.

The Board of Studies in Philosophy is the governing academic committee of the Department. It determines and co-ordinates all matters of academic policy and practice and comprises all full-time members of the academic staff, plus two postgraduates (one doing a taught course and one doing a research degree) and three undergraduate representatives. It normally meets twice a term, in Weeks 2 and 6.