Second Year BA
Student Booklet
for
PHILOSOPHY
Academic Year 2026/2027

All information in this booklet is also available at this web-link

Philosophy at University of Galway

Philosophy questions the basis of human knowledge, conduct, and value. Studying philosophy at University of Galway opens up a rigorous and disciplined investigation into fundamental questions under the guidance of internationally recognized scholars. Students learn to comprehend difficult material quickly and accurately, to think clearly and critically, and to write and speak persuasively. This is an excellent training with transferable skills that can be applied across a wide range of subject areas. In today's world of fast-paced change, philosophical skills of thinking flexibly and critically are becoming ever more important.

In Philosophy at University of Galway we teach and do research in all the main philosophical subject areas and historical periods, covering a wide range of philosophical authors, methods and core concerns. We aim to provide our students with a solid knowledge base about philosophical debates. We also equip them with the thinking and communication skills needed to engage in critical analysis of complex ideas and discuss them effectively and respectfully with others.

While being solidly grounded in the history of Philosophy, our Discipline has developed particular strengths in philosophical work that engages with contemporary concerns from a wide range of philosophical perspectives. The department has experts working on the nature of values and the mind, cultural difference and

dialogue, environmental ethics and aesthetics, visual art, disability and social justice, public philosophy and philosophy for/with children, data analytics, science and expert knowledge, the ethics of information technologies, violence, community, identity and faith.

As lecturers we are constantly reviewing and developing our pedagogical approach to ensure students are given the best chance to develop their philosophical skills and knowledge. We always aim to be inclusive and respectful in our philosophical discussions.

Our philosophical specialisms

Our strengths are in the following areas:

- History of Philosophy: Kant, Nietzsche, Husserl, Heidegger
- History of Irish Thought
- Contemporary Phenomenology and Hermeneutics
- Moral and Political Philosophy
- Bioethics and the Ethics of Information Technologies/AI
- Philosophy of Science (especially probability, statistics and data analytics)
- Philosophy of Art and Culture

Contact Information

School Administrator:

- Helena Condon
  sohap@universityofgalway.ie

Discipline Administrator:

- María Bernal Navarro (Mon – Thurs, mornings only)
  philosophyadmin@universityofgalway.ie

Please make sure you are familiar with our policies on Essay deadlines and penalties and **QA616 University of Galway Student Code of Conduct** policy.

Semester dates

Academic year 2026/27	
Start of teaching	Monday, 7th of September 2026
End of teaching	Friday, 27th of November (12 weeks of teaching)
Study week	Monday 30th November to Friday, 4th of December
Semester 1 exams start	Monday, 7th of December
Semester 1 exams end	Friday, 18th of December (10 days of exams)
2027	
Start of teaching	Monday, 11th of January 2027
End of teaching	Friday, 2nd of April (12 weeks of teaching)
Study week	Monday, 12th of April to Friday, 16th of April
Semester 2 Exams start	Monday,19th of April
Semester 2 Exams end	Thursday, 6th of May
Autumn Repeat Exams	Tuesday 3rd to Friday 13th of August (9 days of exams)

Canvas

Familiarity with our Virtual Learning Environment Canvas is essential. Course pages on Canvas will contain notes, PowerPoint slides, further reading and communications from lecturers. Many courses will also require submission of materials through Canvas. You must be properly registered in order to access Canvas. Learning to work with Canvas is the responsibility of individual students, but support services are available on campus.

Second Year Modules 2026/2027

Semester 1:

- PI2111 Themes in the History of Modern Philosophy: Rationalism (compulsory)

plus, two of the following optional modules:

- PI240 Bioethics
- PI247 Nietzsche & Philosophy
- PI2113 Topics in Ancient Philosophy
- PI2114 Themes in American Philosophical Thought

Semester 2:

- PI2112 Themes in the History of Modern Philosophy: Empiricism and Beyond (compulsory)

plus, two of the following optional modules:

- PI207 Philosophy of Art
- PI248 Phenomenology
- PI210 Moral and Political Philosophy
- PI241 History of Irish Thought
- PI2102 Formal Logic
- PI2105 Philosophical Inquiry Through P4C
- PI2115 Professional Philosophy: academic event organisation and management
- PI3105 Philosophy of Nature

Timetables

Compulsory/Optional Courses:

There are two compulsory modules in second year (PI2111 in Sem. one and PI2112 in sem. two). These modules in combination bring you through a key epoch in philosophy (from the end of the Sixteenth to the beginning of the Nineteenth Centuries). The other modules are all optional and address a wide range of philosophical topics and interests. You should choose up to two of these per semester to ensure your workload is balanced. You should study a maximum of three modules of philosophy in each semester.

To choose courses that help you progress your interests and learning aims, please read the handbook and reach out to the second-year coordinator (Dr Lucy Elvis) if you need guidance when making your selection.

Relevant questions to consider are: what modules might compliment the other subject(s) you're studying? What collection of modules will make sure you engage with a broad range of philosophical ideas? Which modules might help you develop your interests or explore new ones? Which modules might help you develop important skills for your future career?

To succeed in second year you will need to attend all of your classes in person, so make sure you do not choose modules that clash with your other commitments. Remember that attending class is an important part of the University's student code of conduct.

Provisional teaching timetable

2nd Arts Semester One 2026/2027

Code	Title	Lecturer	Lectures
PI2111	Themes in the History of Modern Philosophy 1: Rationalism	Prof. Felix Ó Murchadha	Wednesdays, 9-10, CSB-G005 Thursdays, 5-6, AC213
PI240	Bioethics	Dr. Nora Ward	Tuesdays 10-11, CSB-1005 Wednesdays 1-2, Dillon Theatre
PI247	Nietzsche & Philosophy	Dr. Tsarina Doyle	Mondays 4-6pm, CA116a
PI2113	Topics in Ancient Philosophy	Dr. Lucy Elvis	Tues 11-12, CSB-1009 Tues 3-4, CA116a
PI2114	Themes in American Philosophical Thought	Dr. Tsarina Doyle	Mondays 9-11, CSB-1008

2nd Arts Semester Two 2026/2027

Code	Title	Lecturer(s)	Lectures
PI2112	Themes in the History of Modern Philosophy 2: Empiricism and Beyond	Dr. Tsarina Doyle	Mondays, 9-10, CSB-1009 Wednesdays, 9-10, CSB-G005
PI207	Philosophy of Art	Dr. Lucy Elvis	Tuesdays, 10-11, AMB 1023 O'Tnuthail Theatre Tuesdays, 11-12, AC203
PI210	Moral and Political Philosophy	Dr. Orla Richardson	Thursdays, 1-3, ENG-2034 Lecture Room 07
PI241	Philosophy of Thought	Dr. John O'Reilly	Mondays 10-11, CSB-1009 Mondays 11-12, CSB-1008
PI248	Phenomenology	Prof. Felix Ó Murchadha	Thurs 3-5, CA003
PI2102	Formal Logic	Dr. Nick Tosh	Mondays 6-7, AC214 Fridays 1-2, CSB-1003
PI2105	Philosophical Inquiry through P4C	Dr. Orla Richardson	Thursdays, 10-12 19 Distillery Rd, Seminar Room

PI2115	Professional Philosophy: Academic event organisation and management	Dr. Tsarina Doyle	Mondays, 12-2 19 Distillery Rd, Seminar Room
PI3105	Philosophy of Nature	Dr. John Paulie	Wednesdays, 3-5, **CSB-1009**

There is no need to sign up to tutorials at the beginning of the year – lecturers will make and communicate any arrangements that might be in place with regard to splitting their classes for tutorials.

Coordinator for Second Years:

Dr Lucy Elvis: lucy.elvis@universityofgalway.ie

Individual Course Details

Themes in the History of Modern Philosophy: Rationalism (CORE)

Code	Semester	ECTS
PI2111	1	5

Lecturers: Prof. Felix Ó Murchadha

Course description: This course discusses the rationalist philosophy of René Descartes, Baruch Spinoza and Gottfried Wilhelm Leibniz. These philosophers each attempted to give a solid grounding to science, ethics and theology through a thoroughgoing rationalist metaphysics. In examining these accounts, we will pay special attention to the historical context of their respective systematic accounts of knowledge and reality.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by compulsory tutorials.

Methods of assessment and examination: Overall assessment is by written exam, plus continuous assessment based on participation in Lectures and in small group exercises.

Core Texts:
Selected passages from the following text will be considered:
Roger Ariew & Eric Watkins (eds) Modern Philosophy: An Anthology of Primary Sources (Indianapolis: Hackett Publishing Co., 1998).
Supplementary Reading: Felix Ó Murchadha: The Formation of the Modern Self: Reason, Happiness and the Passions (London: Bloomsbury, 2022)

Themes in the History of Modern Philosophy: Empiricism and Beyond (CORE)

Code	Semester	ECTS
PI2112	2	5

Lecturer: Dr Tsarina Doyle

Course description: This course examines the empirical philosophy of John Locke, George Berkeley, and David Hume, along with Immanuel Kant's response to empiricism. Thematically, the course focuses on the relation between empirical science and metaphysics. It does so by investigating the influence of the experimental methodology of the natural sciences on the thinking of the four philosophers and assesses its implications for their accounts of the human mind and the possibility of knowledge.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by compulsory tutorials.

Methods of assessment and examination: Overall assessment is by written exam, plus continuous assessment based on participation in Lectures and in small group exercises.

Recommended Book Resources:

John Locke 1996, An Essay Concerning Human Understanding, Hackett Publishing Company Incorporated [ISBN: 087220216X]

David Hume, An Enquiry Concerning Human Understanding [ISBN: 1546545263]

George Berkeley 1988, Principles of Human Knowledge and Three Dialogues Between Hylas and Philonous, Penguin UK [ISBN: 9780140432930]

Immanuel Kant 1998, Critique of Pure Reason, Cambridge University Press [ISBN: 0521657296]

Bioethics

Code	Semester	ECTS
PI240	1	5

Lecturer: Dr Nora Ward

Course description: This seminar is concerned with contemporary issues in Bioethics. It will introduce a variety of normative ethical theories to provide a foundation for the critical analysis of a range of issues arising from the biological and medical sciences. These are likely to include abortion, euthanasia/physician assisted suicide, disability, genetic modification and resource allocation. It is intended that students will gain knowledge of moral philosophy that equips them to evaluate some of the most pressing dilemmas facing biomedical practice.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by tutorials.

Methods of assessment and examination: Overall assessment is by Continuous Assessment and group work (30%) and essay (70%).

Core Texts:
Beauchamp, T., & Childress, J., *Principles of Biomedical Ethics*, OUP, 1994.
Singer, P. (Ed), *A Companion to Ethics*, Blackwell, 1993.

Nietzsche and Philosophy

Code	Semester	ECTS
PI247	1	5

Lecturer: Dr Tsarina Doyle

Course description: This course shall introduce students to some of the central themes informing the philosophical writings of Friedrich Nietzsche. Comprising a close reading of his writings, it offers students an opportunity to explore such concepts as perspectivism, the will to power, nihilism, the death of God, master and slave morality, genealogy, the Ubermensch and eternal recurrence. Nietzsche's response to traditional philosophical problems of truth and knowledge and his use of the language of falsification and illusion shall also be considered. All students shall be expected to engage in class discussions.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by tutorials.

Methods of assessment and examination: Assessment is based on a written essay at the end of the semester with continuous assessment added to the evaluation.

Core Texts:
Ansell Pearson, Keith and Large, Duncan (eds) 2006, *The Nietzsche Reader*, Blackwell.
Clarke, Maudemarie 1990, *Nietzsche on Truth and Philosophy*, Cambridge University Press.

Ansell Pearson, Keith, (ed.) 2006, *A companion to Nietzsche*, Blackwell.
May, Simon 1999, *Nietzsche's Ethics and his War on 'Morality'*, Clarendon Press.
Schacht, Richard 1983, *Nietzsche*, Routledge and Kegan Paul.
Solomon, Robert C., and Higgins, Kathleen M. 1988, *Reading Nietzsche*, Oxford University Press.

Phenomenology

Code	Semester	ECTS
PI248	2	5

Lecturer: Prof. Felix Ó Murchadha

Course description: This course will familiarize students with the methods and themes Phenomenology focusing on the work of Husserl and Heidegger. The course will concentrate especially on such themes as consciousness, intentionality, reduction, truth, emotion embodiment, and the other.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by tutorials.

Methods of assessment and examination: Continuous Assessment (40%) and a Final Assignment (Essay) (60%)

Core texts:

Heidegger, Martin: *Being and Time* (various translations)

Husserl, Edmund: *The Essential Husserl* (Indiana University Press, 1999)

Husserl, Edmund: *The Idea of Phenomenology* (Nijhoff 1973), available at https://babel.hathitrust.org/cgi/pt?id=mdp.49015002052539;view=1up;seq=7

Lévinas, Emmanuel: *Totality and infinity: an essay on exteriority* (Pittsburgh: Duquesne University Press 2005)

Merleau-Ponty, Maurice: *Phenomenology of Perception* (Routledge, 2005)

Topics in Ancient Philosophy

Code	Semester	ECTS
PI2113	1	5

Lecturer: Dr. Lucy Elvis

Course Description

We are told that we live in a time of widespread isolation and loneliness.

In this module, we look to the ancient's treatment of friendship and the way their ideas and methods are reprised in 20th century philosophy to explore an issue central to personal and civic life.

The course is structured around three close readings:
a) Plato's *Lysis* and his *Symposium* (where friendship, and forms of love are explored)
b) Aristotle's *Nicomachean Ethics*, (which explores the role of friendship in a flourished life)
c) Cicero's *On Friendship*, (a dialogue that explores the role of honesty and other virtues in friendship)

These readings will be complemented by reflections from later philosophers who, in different ways, engaged with the legacy of these ideas for instance: Foucault, Derrida, Nussbaum, and Gadamer.

Prerequisites: None

Teaching and learning methods: This module will be taught as fully analogue, in order to prioritise close reading and discussion. There will be no PowerPoint, students will be provided with a workbook and a reader. Use of Canvas will be limited to announcements and providing grades.

Methods of assessment and evaluation: Students will be assessed via continuous reflection, analysis and writing activities in class (30%) oral assessment (30%) and a final essay (40%) This means that attendance in class is key to success in this module as it will help you to a) build your grade and b) practice the skills that allow you to bring the content beyond the classroom.

Core Texts:

Plato. *The Last Days of Socrates: Euthyphro, Apology, Crito, Phaedo*. Translated by Christopher Rowe. New ed. London: Penguin Classics, 2010.

_____*The Republic***.** Translated by Desmond Lee. 2nd ed. London: Penguin Classics, 2007.

Aristotle. *Poetics*. Translated by Malcolm Heath. London: Penguin Classics, 1996.

Boethius. *The Consolation of Philosophy*. Translated by V. E. Watts. London: Penguin Classics, 1969.

Supplementary reading:

Gould, Thomas. *The Ancient Quarrel Between Poetry and Philosophy*. Princeton: Princeton University Press, 2016.

Murdoch, Iris. *The Fire and the Sun: Why Plato Banished the Artists*. Oxford: Oxford University Press, 1978.

Themes in American Philosophical Thought

Code	Semester	ECTS
PI2114	1	5

Lecturer: Dr Tsarina Doyle

Course Description: This module examines a distinctively American contribution to philosophy by focusing on themes in American Pragmatism. It has been said that the development of Pragmatism 'is to philosophy what the western is to cinema and jazz is to music – a peculiarly American addition to the genre.' (Kenan Malik, 'The closing of the mind', New Statesman, London, Volume 14, Issue 679, October 2001, 52-53). The module will examine the emergence of Pragmatism in America in the nineteenth-century and trace the development of neo-pragmatism in the twentieth century. It will focus on Pragmatism's attempt to offer a method to address issues in moral philosophy, epistemology, philosophy of science, philosophy of religion, philosophy of mind and the history of philosophy. Particular attention will be paid to the Pragmatist's emphasis on conversation as a democratic vehicle to resolve disputes in these areas. Finally, the success of the Pragmatist method will be subjected to critical scrutiny.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by tutorials.

Methods of assessment and examination: Assessment is based on a written essay at the end of the semester with continuous assessment added to the evaluation.

Recommended book resources:

Louis Menand 2001, The Metaphysical Club, Macmillan [ISBN: 0374199639]
Michael Bacon 2012, Pragmatism, Polity [ISBN: 9780745646657]
Cheryl Misak 2013, The American Pragmatists, Oxford University Press [ISBN: 9780199231201

Philosophy of Art

Code	Semester	ECTS
PI207	2	5

Lecturer: Dr Lucy Elvis

Course description: This module is an introduction to philosophical approaches to various artforms across Western history of ideas. It gives students the skills to rigorously understand relevant key texts as well as critically discuss them in relation to a range of art practices and artworks. Whether pre-modern, modern, or contemporary, the philosophical approaches considered cover a variety of methods including from the analytic and interpretive traditions. Similarly, the artforms discussed span a variety of historical periods, movements and categories.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by tutorials.

Methods of assessment and examination: Students are assessed in three ways in this course: in-class participation (10%), interactive oral examination (40%) and final essay (50%).

Core Texts:
Gracyk, T., *The Philosophy of Art*, Polity Press
Carroll, N., *Philosophy of Art: A Contemporary Introduction*, Routledge
Hofstadter, A. and Kuhns, R., *Philosophies of Art and Beauty: Selected Readings in Aesthetics from Plato to Heidegger*, University of Chicago Press
Bredin, H. and Santoro-Brienza, L., *Philosophies of Art and Beauty: Introduction to Aesthetics*, Edinburgh University Press

Moral and Political Philosophy

Code	Semester	ECTS
PI210	2	5

Lecturer: Dr Orla Richardson

Course description: This module is an introduction to several important topics and questions in political and moral philosophy, such as: What, if anything, legitimises governmental authority and the exercise of political power? What is justice? What is the nature of citizenship? Is a free market a necessary component of a free society? What principles ground our fundamental notions of property rights, freedom, and equality? To explore these questions, we will begin by reading extracts from the Ancients, primarily Plato. We will then examine the ideas of Thomas Hobbes, John Locke, and Jean Jacques Rousseau. Finally, we will review texts by nineteenth century authors, like J.S. Mill and Karl Marx. Overall, the aim of this course is to trace the ideas that have shaped our contemporary political systems and to equip us to think critically about what conditions make 'the good society' possible.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by discussion sessions utilising a community-of-inquiry approach to philosophical reflection.

Methods of assessment and evaluation:

- Continuous assessment: 6 Discussion Questions submitted over the course of the semester. Each worth 5% of your final grade.
- Written examination: Worth 70% of your final grade.

Core Texts:
Steven M. Cahn, ed., *Classics of Political and Moral Philosophy* (Oxford University Press, 2011)

History of Irish Thought

Code	Semester	ECTS

PI241	2	5

Lecturer: Dr John O'Reilly

Course Description: The course *History of Irish Thought* introduces the student to the thought of Irish men and women who have made a contribution to philosophical thought. This year the course will focus on two particular individuals, the 18th parliamentarian and writer Edmund Burke (1729 – 1797) and the contemporary political philosopher Philip Pettit. Our main concern shall be to examine their respective contributions to questions of liberty, good government, and the sources of a just and stable society.

Prerequisites: None

Teaching and learning methods: The course is lecture-based.

Methods of assessment and examination: The course will be evaluated by continuous assessment and final essay.

Core texts:
Burke, Edmund. *Reflections on the Revolution in France*, Penguin.

Burke, Edmund. *Pre-Revolutionary Writings*, CUP, 2009.

Pettit, Philip. *Republicanism: A Theory of Freedom and Government*, Oxford, 1999.

Pettit, Philip. *On the People's Terms: A Republican Theory and Model of Democracy*, CUP, 2012.

Formal Logic

Code	Semester	ECTS
PI2102	2	5

Lecturer: Dr Nick Tosh

Course description: Formal logic is the systematic study of deductive reasoning. It is motivated by such questions as 'what does it mean to say that a piece of reasoning is "correct"?', 'how can we tell when a piece of reasoning is correct?', and 'could we program a machine to do the job for us?' The course begins with the concept of validity, and then moves on to cover sentence logic, truth tables, natural deduction, and elementary predicate logic. Throughout, we lean heavily on Paul Teller's *Logic Primer*, now freely available online (https://tellerprimer.ucdavis.edu/).

No previous knowledge is assumed, but good study habits are essential. Readings and practice exercises will be set each week, and students who fall behind may find it difficult to catch up.

Prerequisites: None

Teaching and learning methods: The course is lecture-based, supplemented by tutorials.

Methods of assessment and examination: Overall assessment is by written exam, supplemented by some short in-class written tests.

Core Texts:
Paul Teller, *A Modern Formal Logic Primer*, https://tellerprimer.ucdavis.edu/

Philosophical Inquiry through P4C

Code	Semester	ECTS
PI2105	2	5

Lecturer: Dr Orla Richardson

Course description: This is a peer-assisted learning module. It focuses on an educational approach to learning called Philosophy for Children (P4C). P4C is a form of inquiry-based learning that encourages critical thinking through democratic dialogue. It is a pedagogy that helps to foster critical, creative, and caring thinking skills amongst all types of learners. Through this internationally practised pedagogy, groups of learners become 'communities of inquiry', tackling philosophical questions they themselves identify and formulate. Through thinking together, these communities learn to challenge assumptions, give reasons, and cultivate their critical thinking skills. The module will provide students with a theoretical introduction to the P4C pedagogy, the opportunity to experience the pedagogy as members of a community of inquiry, and the skills needed to become a P4C facilitator. Students will develop their own facilitation practice by delivering P4C workshops (in teams) to groups of University of Galway first-year philosophy students on campus at University of Galway.

Prerequisites:

- This module is capped at 21 students. Students should both choose the module at registration and fill out the expression of interest form. Should the module become oversubscribed, instructors will assess your responses (and if relevant, your previous engagement in Philosophy). The form is available here.

- In weeks 3 or 4 of the semester, there will be a Friday and Saturday training event (dates TBC). **Attendance at these training events is compulsory** for any student registered for PI2105.
- Garda vetting must be completed by any student participating in this module. Students will receive vetting information in week 2 of the semester.

Teaching and learning methods: This course is taught through a mixture of lectures and seminar-based learning.

Methods of assessment

1) Satisfactory participation in all classes - including assigned facilitation of P4C workshops - is required.

2) Students are required to submit a detailed "theory-to-practice" journal. In this journal, students will engage in theoretical reflection on the P4C pedagogy in response to short readings and will assess the impact of that reflection on their classroom practices.

3) Book module and associated lesson plan.

Core Texts: You are not required to purchase a textbook. All extracts from primary texts will be available on Canvas. However, there is a list of suggested preparatory core readings below:

Gregory, Maughn, Joanna Haynes, and Karin Murris. *The Routledge International Handbook of Philosophy for Children*. New York: Routledge, 2017.

Gregory, Laverty, Gregory, Maughn, and Laverty, Megan. *In Community of Inquiry with Ann Margaret Sharp: Childhood, Philosophy and Education*. Routledge International Studies in the Philosophy of Education, 2018.

Lipman, Matthew. *Thinking in Education.* Cambridge: Cambridge University Press, 2003.

Lipman, Matthew, Ann Margaret Sharp, and Frederick S. Oscanyan. *Philosophy in the Classroom*. 2nd ed. Philadelphia, [Pa.]: Temple University Press, 1980

Lyons, A., McIlrath, L. & Munck, R. *Higher Education and Civic Engagement: Comparative Perspectives*. UK: Palgrave MacMillan, 2012.

Naji, Rosnani Hashim, and Naji, Saeed. *History, Theory and Practice of Philosophy for Children: International Perspectives*. Routledge Research in Education. 2017.

Professional Philosophy: Academic event organisation and management

Code	Semester	ECTS

PI2115	2	5

Lecturers: Dr. Tsarina Doyle

Course description: This module aims to equip students with practical experience of and the necessary skills to organise and manage an academic event with a philosophical focus. The outcome may range inform and scope from a small in-house event, such as a symposium or series of seminars, to a larger scale public-facing conference. The module will provide students with the necessary competencies to organise and manage all aspects of the event, including its design, coordination and implementation. They will learn how to issue a call for papers and conduct peer-reviews, and will acquire skills in effective programme planning and promotion of events. They will become proficient in budgeting, chairing, scheduling, website and social media management, and master coordinating logistics to ensure effective event delivery. Students will become practiced in applying the highest professional and ethical standards to event management with key consideration given to the environmental impact of event organisation and to equality, diversity and inclusion issues as they pertain to people management and public relations. On successful completion of the module and subject to satisfactory performance, students may be issued with a skills passport, which will be beneficial for future employment prospects.

Prerequisites: This module is capped at 10 students.

Teaching and learning methods: Workshops on various aspects of event management to include organising a keynote speaker, issuing a call for papers, conducting peer-reviews, programme planning and promoting the event, budgeting, chairing, in addition to website and social media management and application of professional and ethical standards in event management.

Methods of assessment: continuous assessment

Recommended book resources:

Anthony Weston 2009, A rulebook for arguments, Hackett Pub. Indianapolis, Ind. [ISBN: 0872209]

Fiona Campbell, Alison Robinson, Sally Browna 2003, Essential Tips for Organizing Conferences & Events,

Routledge [ISBN: 0749440392]

Amy E. Zelmer, A. C. Lynn Zelmer, Organising Academic Conferences, Higher Education Research and

Development Society of Australasia Campbelltown, N.S.W. [ISBN: 0-908557-18-3]

Philosophy of Nature

Code	Semester	ECTS
PI3105	2	5

Lecturers: Dr. John Paulie

Course description: Course Description: In this module, we will examine the relationship between human beings and nature, with special attention to urgent environmental problems. Along the way, we will ask, “what is nature” and “what are the human responsibilities to nature”? These philosophical questions will be addressed from numerous points of view and students will be encouraged to develop their own views in relation to our readings. In the final section of the module, we will closely examine how the human concept of nature in western culture has led to self-destructive environmental disasters and how we might reimagine the concept of nature according to philosophical reflection.

Prerequisites: None

Teaching and learning methods: lecture/discussion, supplemented with tutorials

Methods of assessment: continuous assessment (20%), mid-module essay assignment (40%) and a final essay assignment (40%)

Recommended book resources:

Chakrabarty, Dipesh: The Climate History in a Planetary Age. Chicago. 2021.

Ellis, Eric: Anthropocene, A Very Short Introduction. Oxford. 2018

Plumwood, Val: Feminism and the Mastery of Nature, Routledge, 2002.

Contacts:

Discipline Administrator: María Bernal Navarro (Mon – Thurs – mornings only) **School of History and Philosophy Administrator:** Helena Condon	philosophyadmin@universityofgalway.ie Sohap@universityofgalway.ie
Dr Tsarina Doyle	Room 101, Morrisroe House, 19 Distillery Road tsarina.doyle@universityofgalway.ie
Dr Lucy Elvis **Head of 2nd year**	Morrisroe House, Room 102 19 Distillery Road Lucy.elvis@universityofgalway.ie
Dr Heike Felzmann	Morrisroe House, Room 201, 19 Distillery Road heike.felzmann@universityofgalway.ie
Dr. Yvonne Förster	yvonne.forster@universityofgalway.ie
Dr Richard Hull (On leave in Semester One 2026/27)	Morrisroe House, Room 104, 19 Distillery Road Richard.hull@universityofgalway.ie
Prof. Felix Ó Murchadha **Head of Discipline**	Morrisroe House, Room 202, 19 Distillery Road, felix.omurchadha@universityofgalway.ie
Dr John O'Reilly	Morrisroe House, Room 204, 19 Distillery Road, john.oreilly@universityofgalway.ie
Dr Orla Richardson	Morrisroe House, Room 106, 19 Distillery Road, orla.richardson@universityofgalway.ie

Dr Nick Tosh	Morrisroe House, Room 203, 19 Distillery Road nick.tosh@universityofgalway.ie
Dr Nora Ward	Morrisroe House, Room 104, 19 Distillery Road nora.ward@universityofgalway.ie
Dr Michela Dianetti	mdianetti@universityofgalway.ie
Dr John Paulie	TBA

Other relevant information for students

Student Information Helpdesk

For replacement ID cards, exam transcripts, registration and custom statements, change of name/address, validation and stamping of forms, course withdrawal and lost and found, see https://www.universityofgalway.ie/student-registry-helpdesk/

University policies and procedures relating to students

For information on anti-bullying policy for students; alcohol policy; supports for students experiencing pregnancy, maternity and paternity; authorised absences; drug policy; student sexual harassment policy; mental health strategy; student code of conduct and other university policies relating to students, see http://www.universityofgalway.ie/student-services/policies/

Campus Map

https://www.universityofgalway.ie/buildings/maps/

The College Library

The James Hardiman Library is located in the Hardiman Research Building, which is a few paces away from the Philosophy Discipline on Distillery Road. For further information, see http://library.universityofgalway.ie/

The Student Union: http://su.universityofgalway.ie/

Disability Support Services

University of Galway positively values the participation of students who have a disability, illness or specific learning difficulty and promotes a university experience of the highest quality for all students. The Disability Support Service promotes inclusive practices throughout the campus community, and we are committed to the provision of an equitable learning environment that will enable all students to become independent learners and highly skilled graduates. For further information see: http://www.universityofgalway.ie/disability/
Disability Support Service is located on the first floor of Áras Ui Chathail, Room AUC1004. If you would like to contact someone in the Disability Support Service team, please choose from the options below:

- General queries: disabilityservice@universityofgalway.ie or telephone: 353 (0) 91 492813
- DARE (Disability Access Route to Education) queries: access@universityofgalway.ie or telephone: 353 (0) 91 492106
- Assistive Technology queries: disabilityservice@universityofgalway.ie or telephone: 353 (0)91 492744

Further contact details of staff of the service are available on the website.

Academic Writing Centre

The AWC offers free one-on-one tutorials on essay writing for University of Galway students, to help students overcome recurrent problems with grammar, punctuation, spelling, and essay structure. The AWC offers help and encouragement to support students develop their writing skills. Everyone is welcome, regardless of level of experience or grade average. AWC tutors work with new entrants, final year students, and postgraduates alike.
The AWC is located on floor 2, in the James Hardiman Library.
Opening hours and updated booking process for support: check the website https://library.universityofgalway.ie/studying/awc/ or contact the AWC manager at irina.ruppo@universityofgalway.ie

Student Counselling Service

This service is available to all full and part-time registered students at University of Galway, undergraduate and postgraduate. Each year, between 800 and 900 students have contact with the service. These include students who have come from school to college, mature students, international students and students with disabilities. Students can book appointments but there are also drop-in opportunities. The service's website also includes some self-help materials. For a list of FAQs see https://www.universityofgalway.ie/counsellors/faqs/. The service is located in 5 Distillery Road; when coming into college from Newcastle Road (Distillery Road entrance by AIB), it is on the right-hand side in a two-storey house. For further information and updates see https://www.universityofgalway.ie/counsellors/

Direct Tel: 091 492484
Ext.: 2482
E-mail: counselling@universityofgalway.ie

Code of Conduct

Below is a summary of key points from the university's code of conduct.
The guidelines that follow have been drawn up with reference to Policies and Procedures established by the University All students should familiarise themselves with these guidelines at:
https://www.universityofgalway.ie/media/studentservices/files/QA-616-University-of-Galway-Student-Code-of-Conduct-(Oct-2022).pdf

Any student who enrols for any course in the University in doing so accepts the objectives of the University and is giving a commitment, as a responsible individual and as a member of the University community, to behave in an appropriate manner. The Student Code of Conduct offers guidelines as to the norms of behaviour that accord with the obligations of students, but where more specific requirements are in place, they are available on the University's web site. It should be noted that Students of the University cannot claim any privileged position in regard to the general law of the land.

Rights and obligations of staff, students and others

- Every student and staff member has the right to be treated with dignity and respect.
- Students are expected to acknowledge the authority of the staff of the University, both academic and support staff, in the performance of their duties.

Academic Conduct

- Every student is expected to approach his/her academic endeavours with honesty and integrity.
- Each student shall comply with his/her academic programme requirements in terms of lectures, practical assignments and assessments and with all University registration, fees, library, use of computer facilities and examination regulations associated therewith.
- No student shall provide false or misleading information to or withhold relevant information from any party regarding his/her academic achievements

General

- Every student is required to behave in a manner which enables and encourages participation in the educational activities of the University and does not disrupt the functioning of the University.
- The maintenance of the good name of the University is in the interests of all of the University community and, as the standing of the University depends largely

on those who represent it, it is the duty of its students at all times to behave, both inside and outside of the University, in a way which does not bring discredit to the University.

- The observance of the Code, so far as it applies to the individual student, is his/her **personal responsibility**.
- Breach of any of the regulations of the University will be dealt with either under the appropriate approved University procedure or the Disciplinary Procedure. (The Disciplinary Procedure is laid out in Section 6.0 of the Code of Conduct)

Some Examples of Breaches of the Student Code of Conduct:

- Obstruction of members of the University staff or other students in the performance of their duties.
- Any violence or threats of violence or any abuse, either physical or verbal.
- Any behaviour that endangers the welfare of the individual or others.
- Making derogatory comments or allegations against a member of staff or other student either in person or utilising electronic media such as e-mail or social networking sites.
- Cheating, plagiarism and circumstances where a student submits the work of another as his/her own or allows another person to undertake an assessment or assignment for him/her.
- Failure, without reasonable explanation, to carry out all or any of the following to the satisfaction of the Academic Council: **attend lectures**; attend prescribed practical classes, or laboratory, drawing-office or clinical sessions; **attend tutorial classes**; **meet requirements laid down for project-work, essay-writing, or any other prescribed course exercise.**
- Conduct likely to disrupt teaching, examinations, study, research, or administration of the University.
- Failure to abide by the regulations governing enrolment on the academic programme, **attendance at lectures** and other prescribed exercises and the conduct of examinations.
- Abuse of alcohol or other substances on the campus, including contravention of the regulations which may be made from time to time relating to the consumption of alcohol or other substances on the campus.

Conduct in Class

The university is not just a preparation for professional life; it is itself a professional environment. The following conventions thus must be observed in all classes, by both staff and students:

The Basics

- Students and staff are obliged to attend all classes, on time and for their entirety.
- Students and staff are obliged to arrive at class with material prepared in advance
- Students are obliged to participate fully in all class activities as set by the teacher.

Classes start on the hour and finish ten to the hour (e.g., start at 14.00, finish at 14.50). Please note that:

- Students and teachers are expected to be present at least two or three minutes before the hour, so that classes can begin punctually.
- Students and teachers should leave the class as quickly as possible at ten to the hour so that the next group can have access to the room

More information on attendance, punctuality etc. can be found elsewhere in this handbook.

General Conduct in Class

The following conventions exist for the sake of all students and staff.

- Mobile phones must be switched off during classes. Students must not take calls, send text messages, browse the internet, participate in social media, or otherwise make use of their mobile devices.
- Laptops and tablets may be used for notetaking or for in-class research, but students should not engage in activities that would distract them or a fellow student (social media, browsing the internet, etc.)
- While it is acceptable to bring water to practical classes, students may not eat during classes or in classrooms. Hot drinks such as coffee may not be brought to classes, especially in studios, due to the risk of scalding.
- Class participation does not just involve expressing opinions, it also involves listening to other people's opinions. Please be respectful of your fellow students by ensuring that you are not dominating discussions at the expense of others, going off on irrelevant tangents, or otherwise behaving inappropriately.
- Debate is a normal and indeed important element of university life. You should respect the right of people to hold opinions that are different from your own, even about matters that you feel passionately about. You should also expect occasionally to encounter views and opinions that you find challenging, upsetting, offensive, confusing or contentious, and it is important in any democratic and open society that there is space for the expression of views that you do not agree with. We should strive always to respect the individual, regardless of his or her views.
- It is unacceptable for students or staff to express either in class or in written documentation any disparaging remarks about individuals or peoples based on their gender identification, their age, their religious convictions, their race, their ethnicity, membership of the travelling community, nationality, sexuality, political convictions, or any other personal characteristics. This does not preclude criticism of institutions, movements or nations, but the requirement is the protection of the dignity of the individual, in keeping with the University of Galway student and staff codes of conduct.
- Students should not under any circumstances attend classes or practicals under the influence of alcohol or other drugs. Being hungover is considered being 'under the influence of alcohol'.
- Please bring all rubbish away with you from classes (water bottles, coffee cups, wastepaper, etc.).
- Please return all classes to the state you found them in when the class is over.

- You must only smoke in designated areas in the campus. The nearest smoking area is at the Hardiman building, or else off-campus over the bridge behind the Centre for DTP.
- All of the above guidelines apply when students are working off-campus, including at theatre visits, internships, etc.
- When in doubt… treat your fellow students and staff as you would yourself to be treated!

Attendance, Punctuality, Sick Leave

Regular and punctual attendance is essential not just to the development of the student but also of the group. For that reason, we place strong emphasis on the need for all students to attend all classes.
Every teacher will complete a record of attendance. Students will sign in to every class. Students who are late must also sign in, marking clearly the time at which they arrived.
If students miss a class due to illness, they must inform the course lecturer in advance by email and should bring a medical certificate to the next class. This will be kept on file.
Students who miss in-class assessments (e.g., group presentations or performances) due to illness ***may***, upon presentation of a certificate, be given permission to defer that portion of their assessment until the end of the semester. Normally this will involve students being obliged to sit an additional examination during the exam period.
Students who miss in-class assessments (e.g., group presentations or performances) without a medical certificate will automatically lose the marks for that assessment and may not make alternative arrangements.
Lateness to class is unacceptable under any circumstances. Repeat offenders will be subject to disciplinary action, including the application of a penalty to their final marks.
The presentation of a medical certificate does not automatically entitle a student to miss a class or hand in work late.

Policy on Extensions, Repeats and Deferrals

Essay deadlines and penalties

In line with the University policy on Extenuating Circumstances, procedures are in place in the College to manage applications from students who experience extenuating circumstances that may negatively impact the student's performance in assessment.

- Students may apply centrally to the College Extenuating Circumstances Committee if the following conditions are met:
- The student experiences serious, unavoidable, unpredictable and exceptional circumstances outside of their control, which may negatively impact the student's performance in assessment
- The affected assessment is worth **20% or greater** of the final module mark
- Supporting documentation is provided, as outlined in the attached policy

- If supporting documentation is not available, students should submit an application to the College Extenuating Circumstances Committee describing the nature of their circumstances, and they will normally be asked to meet with our Student Support Officer (Dr Rosemary Crosse) to help evaluate an appropriate course of action.

Students can access our online form here:

If an assessment is worth less than 20% of the final module mark and/or a student requires an extension of 7 days or less, they should liaise with their Local Year Co-ordinator or Programme Director.

Note: If an extension of more than 7 days is required or an affected assessment is worth at least 20% of the overall module mark, students must apply to the College Extenuating Circumstances Committee to request additional time. Local Year Co-ordinators or Programme Directors cannot grant extensions beyond a one-week window. One application listing all affected modules and assignments should be made to cover the student's full circumstances.

Students who possess a LENS report that uses specific language about the need for 'leniency with deadlines' and who have no additional compounding circumstances are not required to apply to the College Extenuating Circumstances for additional time. Instead, they should liaise directly with their module instructor and / or relevant local Year Co-ordinator / Programme Director to agree appropriate deadline extensions. The only exception is where there are additional circumstances (e.g. a medical emergency) unrelated to those outlined in the LENS report

General Notes

Please note the following:

- Late work is penalised at a rate of 2% per day (including weekends and bank holidays)
- Work that is any more than two weeks' late (14 days) cannot be accepted even if students have medical certificates etc. Students whose work has not been submitted by this time will automatically be listed as having failed or must seek permission from the College Office to defer the assessment.
- If you provide a cert saying that you were sick for two days, then you can hand in your work two days' late without penalty. But if your cert says you were sick for two days and you hand in a week late, you will lose marks.
- We ask students to make every effort to submit work on time. Late essays lead to administrative difficulties and may delay the processing of your results.

If you fail a module

If you fail a module, you have an opportunity to repeat it. This will usually happen during the summer months. Students must pay a repeat examination fee to the

university in such cases. Your transcript will state that you failed the module. Repeat marks are capped at 40% for most years. This in turn is likely to impact payment of your SUSI grant.

Students in First or Second year should note that failing a module may have an impact on the success of any applications to attend an international university.
If you choose not to sit your repeat examination, you must either leave the university or repeat the year. If you repeat the year, you need only repeat those modules that you failed (e.g., if you pass four modules in second year but fail two, and choose to repeat the year, you would only need to repeat the two modules that you failed).

If you need to defer an assessment

Deferral means postponing a university examination from the end of the semester to the summer period. This will usually be granted in cases of serious illness or bereavement relating to an immediate family member. Decisions about deferral can only be made by the College of Arts office. See https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA234---Deferral-of-Examinations---A-guide-for-students.pdf

Who to contact if your work is late
In order to save you time, it is important that you contact the most appropriate people to help you with your query. You can of course discuss things with other people, including staff, but the people below are the main points of contact.

Your Query	Who to Contact
If you are confused about the course or the assessment	Lecturer or course tutor
If you want an extension	See revised policy in pages 26, 27 & 28
If you need to defer your assessment because of serious illness or bereavement	The College of Arts Office: artsundergrad@universityofgalway.ie Catherine McCurry – Student advisor Toni Pehar - Student advisor
If you are ill	Your GP or other medical professional. Medical certificates should be submitted to the Philosophy Discipline Administrator (María Bernal Navarro) or the SOHAP School Administrator, Helena Condon.
If you are experiencing stress, anxiety or other personal problems	Your GP, the student counselling service, the SU welfare office.
If you want to pass on documentation to explain lateness – which you should do	Philosophy Discipline Administrator, María Bernal Navarro, philosophyadmin@universityofgalway.ie

once you have submitted your assignments	or the School of History and Philosophy Administrator, Helena Condon sohap@universityofgalway.ie
For anything else	Philosophy staff are always happy to meet students during office hours and can discuss any issues that you wish to raise.

Plagiarism

What is Plagiarism and how is it defined in the University?

Plagiarism is taking the credit for someone else's ideas and making out that you thought of these ideas yourself. This is a form of intellectual theft. In third level colleges, plagiarism is a serious offence. It merits a severe penalty, and the student may lose the entire marks for that assignment and receive disciplinary action. You need to be aware of how serious an offence plagiarism is, and take care to avoid it in your assignments, and particularly in a thesis.

Plagiarism is defined by the Academic Council of the University as follows:

1. Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes is fraudulent, and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here [University of Galway Code of Practice for Dealing with Plagiarism located at https://www.universityofgalway.ie/academicintegrity/ and with reference to the Disciplinary Code.
2. All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.
3. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon. (See University of Galway Code of Practice for Dealing with Plagiarism and with reference to the Disciplinary Code).
4. The Discipline of Philosophy has a dedicated plagiarism advisor, Dr Richard Hull, who is responsible for dealing with suspected and reported cases of plagiarism and acting in accordance with the University's Code of Practice for Dealing with Plagiarism. Please see Academic Integrity Policy and with reference to the Disciplinary Code for further details.

Examples of plagiarising the work of other students

- Getting someone else to write your essay, report, assignment or thesis.

- Using ChatGPT or other generative AI applications inappropriately in the development of your work, by generating academic content (even if the wording is rephrased) or specific written material and presenting those as your own.
- Taking material written by someone else, putting your own name to it, and handing it in as your own work.
- Copying parts of the work of another student/author and including them in your own essay, report or thesis without acknowledging the source.
- Taking ideas, theories, direct quotations, diagrams, statistics, tables, photographs, graphs from a published source or the Internet, and including them in your assignment without stating a source.
- Allowing another student to copy your work is also considered to be plagiarism and both students are subject to penalty.
- Plagiarised work in group assignments or projects can be caused by the contribution of a single student, but the group submits and is therefore fully responsible for that. The penalty affects all students in the group.

  To avoid plagiarism, you must give credit whenever you use: another person's idea, opinion, or theory; any facts, statistics, graphs, drawings — any pieces of information whatsoever that are not common knowledge; quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words.

Examples of plagiarism from published sources

- **Direct quotation**: Using the exact words of another person without giving them credit for it.
- **Paraphrasing**: Putting someone else's ideas into your own words without giving them credit by citing the source for the ideas.
- **Using statistics, tables or a graphic** (diagram, figure, picture and so on) without citing a source.
- **Summarising material** from a source without acknowledging where the ideas came from.

Fair use: Remember, you cannot base your thesis on chunks of material 'borrowed' from your reading materials. Instead, you must form your own opinions about the thesis topic and use your reading materials fairly to support your own ideas, making sure to cite the sources of everything you use.

Common Knowledge: A lot of information is considered 'common knowledge', so you do not have to quote a source for it. For example, Galileo discovered that the earth goes around the sun. Up until his discovery, everyone thought that the sun circled the earth. Even though this new idea was thought up by Galileo, we do not need to cite him as the source— this information (fact) has become common knowledge, something that 'everyone knows'. As a rule of thumb, any fact that you would be able to find in ten different books, you do not need to cite a source for it. Such facts are 'common knowledge'.

You must, however, cite a source for any new facts; say for example recent information about the impact of global warming on the climate of Ireland. It is only facts that have

become common knowledge that you can use without citing a source. You must always cite a source for opinions— someone's personal point of view about a fact.

For example, if you are doing an assignment on a social issue, like equality in the workplace, you will probably draw facts from a range of published works, use ideas drawn from your own experiences, and may carry out some primary research like a survey based on a questionnaire. You will need to cite sources for all the opinions and facts taken from your reading materials and explain clearly what information comes from your survey.

The following video may be useful in understanding Academic Integrity:
https://www.crannog-he.ie/mmcontent/Contract_Cheating/story.html

Citation and Referencing

Remember, everything you write must be verifiable. Please visit the Philosophy Web Page.