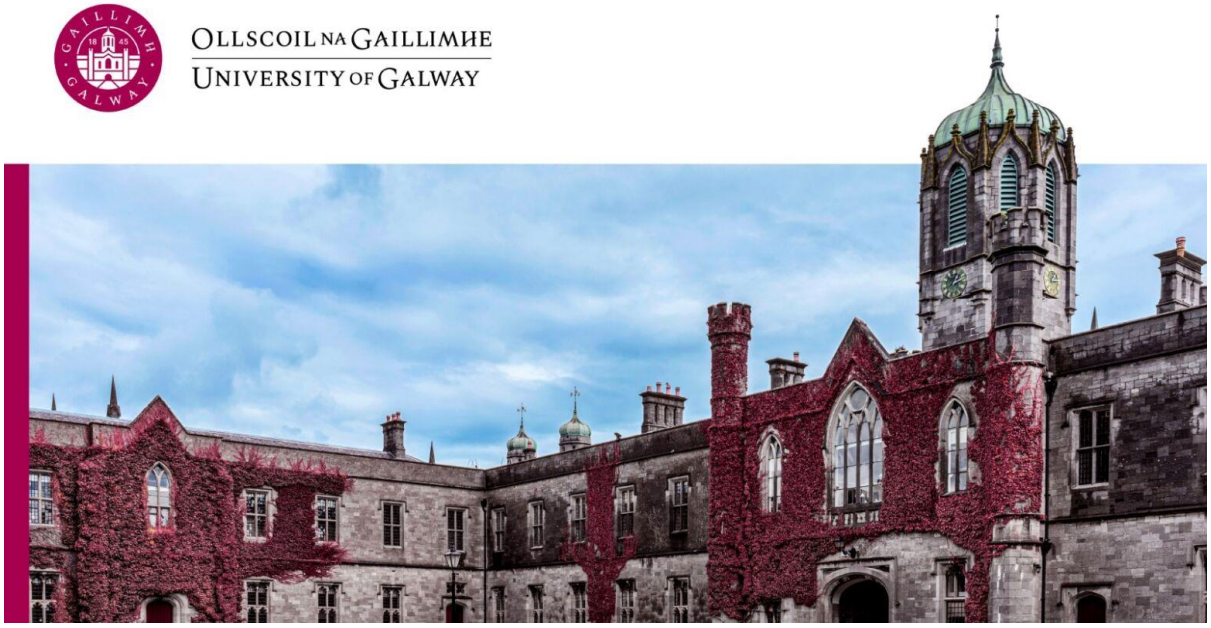
Ollscoil na Gaillimhe
University of Galway



# Visiting Student Handbook

## (Philosophy)

Academic year 2026/27

Welcome to the Philosophy Discipline at University of Galway. The following provides some practical information about the modules available to you.

About Philosophy at University of Galway

Some background information

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First Arts modules available to Visiting Students (with timetables and module descriptions)

Second Arts modules available to Visiting Students (with timetables and module descriptions)

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Canvas

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Code of conduct

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Staff Contact Details

## About 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.

## Some background information

Students of Philosophy at University of Galway take a range of modules over a three-year period. Accordingly, our modules range from introductory modules for beginners in first year to progressively more advanced modules in second and third year. First year classes tend to be larger than those in second and third year. Visiting students may choose modules from the entire suite of courses listed

below over the three years. Lecturers are happy to advise you about the suitability of their modules for your particular requirements and level.

## ECTS credits

All Philosophy modules *except for* PI2108 and PI2109 are worth 5 ECTS. Philosophy in Irish Schools modules are worth 10 ECTS each.

## Registration

- There are no special internal discipline procedures for registering for Philosophy classes (with the exception of PI2108 and PI2109).
- Students register for their chosen modules by listing the class on the registration form provided by the International Office.

## Assessment

Individual lecturers will advise about the particular assessment methods for their respective modules. Some modules may use continual assessment in addition to the essay or exam. A guide to assessment for each module is provided in the module descriptions below. The lecturer of each module will confirm and explain the assessment procedures in detail at the beginning of the module.

## Term dates

| **Academic year 2026/27** | |
|---|---|
| Start of teaching | Monday, 7th September 2026 |
| End of teaching | Friday, 27th November (12 weeks of teaching) |
| Study week | Monday 30th November to Friday, 4th 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 | Thursday, 2nd of April (12 weeks of teaching) |
| Easter | Good Friday 26th March to Easter Monday 29th of March 2027 |
| 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 May (13 days of exams) |

## 1st Arts Semester One 2026/2027

Lectures:

| Time | Title | Code | Venue | Lecturer |
|---|---|---|---|---|
| Monday 5-6 | Introduction to the History of Philosophy | PI107 | AC002 Anderson Theatre | Dr O. Richardson |
| Tuesday 4-5 | Introduction to the History of Philosophy | PI107 | AC001 O' Flaherty Theatre | Dr O. Richardson |

**PI 107 Introduction to the History of Philosophy:**
This course introduces students to key thinkers and ideas in the history of western philosophy. Since ancient philosophy is so central to this history, the first half of the course is devoted to some of its most important achievements in the work of the pre-Socratics, Sophists, Plato, and Aristotle. Attention is then turned to aspects of medieval philosophy, and the great rationalist and empiricist traditions of modern philosophy. Lastly, lectures will also be offered on the 19th century philosopher Friedrich Nietzsche.

**PI107 Assessment:** Overall assessment is by written examination (80%) and continuous assessment (20%).

**Core texts:**

Copleston, F., *History of Philosophy*, Image Publishing
Guthrie, W.K.C., *The Greek Philosophers from Thales to Aristotle*, Meuthen

## 1st Arts Semester Two 2026/2027

| | | | | |
|---|---|---|---|---|
| Monday 5-6 | Introduction to Practical Ethics | PI108 | AC002 Anderson Theatre | Dr R. Hull |
| Tuesday 4-5 | Introduction to Practical Ethics | PI108 | CSB-1006 | Dr R. Hull |

**Course description:** This course (Practical Ethics) provides a rigorous, but non-technical examination of a wide range of contemporary ethical issues. Indicative issues discussed include discrimination, free speech, sexuality, life and death, punishment and justice. Excerpts will be taken from the core texts listed below.

**Prerequisites**: None

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

**Methods of assessment and examination:** Overall assessment is by written essay at the end of the second semester (50%) and in-class examination(s) through the second semester (50%).

**Core texts:**
Andrew I. Cohen and Christopher Heath Wellman, eds., Contemporary Debates in Applied Ethics (Hoboken, NJ: Wiley-Blackwell, 2005).
Peter Singer, Practical Ethics (Cambridge: Cambridge University Press, 2011).
Hugh La Follette, ed., The Oxford Handbook of Practical Ethics (Oxford: Oxford University Press, 2005).
Hugh La Follette, ed., Ethics in Practice: An Anthology (Hoboken, NJ: Wiley-Blackwell, 2006).

## 2nd Arts Semester One

- **PI2111 Themes in the History of Modern Philosophy: Rationalism**
- **PI240 Bioethics**
- **PI247 Nietzsche & Philosophy**
- **PI248 Phenomenology**
- **PI2108 Philosophy in Irish Schools (1)**
- **PI2113 Topics in Ancient Philosophy**
- **PI2114 Themes in American Philosophical Thought**

| **SECOND YEAR PHILOSOPHY SEMESTER 1, 2026/27** | | | | | |
|---|---|---|---|---|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 | **PI2114** Themes in American Philosophical Thought<br>CSB 1008<br>Dr T Doyle | | **PI2111** Themes in the History of Modern Philosophy: Rationalism<br><br>CSB-G005<br>Prof F Ó Murchadha | **PI2108** Philosophy in Irish Schools<br>ORB 214<br>Dr O Richardson | |
| 10:00 | **PI2114** Themes in American Philosophical Thought<br>CSB 1008<br>Dr T Doyle | **PI240 Bioethics**<br>CSB-1005<br>Dr N Ward | | **PI2108** Philosophy in Irish Schools<br>ORB 214<br>Dr O Richardson | |
| 11:00 | | **PI2113** Topics in Ancient Philosophy<br>CSB-1009 | | | |

| | | | | | |
|---|---|---|---|---|---|
| | | Dr L Elvis | | | |
| 12:00 | | | | | |
| 13:00 | | | **PI240** Bioethics Thomas Dillon Theatre Dr N Ward | | |
| 14:00 | | | | | |
| 15:00 | | **PI2113** Topics in Ancient Philosophy CA116a Dr L Elvis | | | |
| 16:00 | **PI247** Nietzsche & Philosophy CA116a Dr T Doyle | | | | |
| 17:00 | **PI247** Nietzsche & Philosophy CA116a Dr T Doyle | | | **PI2111** Themes in the History of Modern Philosophy: Rationalism AC213 Prof F Ó Murchadha | |

## PI240 Bioethics

**Lecturer:** Dr Nora Ward

This module 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.

**Assessment:**

- Continuous Assessment and group work, worth 30%
- Final Paper to be submitted at the end of the semester, worth 70%

## PI247 Nietzsche & Philosophy

**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.

## PI2108 Philosophy in Irish Schools (1)

**Lecturers**: Dr Lucy Elvis & Dr Orla Richardson

**Course Description**: This module 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 3rd, 4th, and 5th class students (7–11-year-olds) from a primary school located in Galway city.

This module is capped at 21 students. Students must complete the following form ahead of registration:

https://forms.office.com/e/Lr2wfuwJyT

There will be two training events in week 3 of the semester. Attendance to these training events is compulsory for any student registered for PI2108.

As part of this module, students will be working with young children. Therefore, students wishing to participate in PI2108 will require police clearance. Students should plan to bring police clearance documentation with them to Ireland.

**Teaching and learning methods**: This module 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.

## PI2111 Themes in the History of Modern Philosophy: Rationalism

**Lecturer:** 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.

**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)

## PI2113 Topics in Ancient Philosophy

**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.

**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**: Students will be assessed via continuous reflection, analysis and writing activities in class (30%) oral assessment (30%) and 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

## PI2114 Themes in American Philosophical Thought

**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.

**Core texts:**
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

## 2nd Arts Semester Two 2026/2027

- **PI210 Moral and Political Philosophy**
- **PI207 Philosophy of Art**
- **PI241 History of Irish Thought**
- **PI248 Phenomenology**
- **PI2102 Formal Logic**
- **PI2109 Philosophy in Irish Schools (2)**
- **PI2112 Themes in the History of Modern Philosophy: Empiricism and Beyond**
- **PI2114 Professional philosophy: Academic event organisation and management**

| **SECOND YEAR PHILOSOPHY SEMESTER 2, 2026/27** | | | | | |
|---|---|---|---|---|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 | **PI2112** Themes in the History of Modern Philosophy: Empiricism & Beyond<br>CSB-1009<br>Dr T Doyle | | **PI2112** Themes in the History of Modern Philosophy: Empiricism & Beyond<br>CSB-G005<br>Dr T Doyle | | |
| 10:00 | **PI241**<br>History of Irish Thought<br>CSB-1009<br>Dr J O'Reilly | **PI207**<br>Philosophy of Art<br>AMB 1023<br>Mairtin O Tnuthail Theatre | | **PI2109** Philosophy in Irish Schools<br>**19 Distillery Road, Seminar Room** | |

| | | | | | |
|---|---|---|---|---|---|
| | | Dr Lucy Elvis | | Dr Lucy Elvis & Dr Orla Richardson | |
| 11:00 | **PI241**<br>History of Irish Thought<br>CSB-1008<br>Dr J O'Reilly | **PI207**<br>Philosophy of Art<br>AC203<br>Dr Lucy Elvis | | **PI2109** Philosophy in Irish Schools<br>**19 Distillery Road, Seminar Room**<br>Dr Lucy Elvis & Dr Orla Richardson | |
| 12:00 | **PI2115** Professional Philosophy: academic event organisation and management<br>19 Distillery Rd<br>Seminar Room<br>Dr T Doyle | | | | |
| 13:00 | **PI2115** Professional Philosophy: academic event organisation and management<br>19 Distillery Rd<br>Seminar Room<br>Dr T Doyle | | | **PI210** Moral and Political Philosophy<br>ENG-2034<br>L Room 07<br>Dr.<br>Orla Richardson | **PI2102**<br>Formal Logic<br>CSB-1003<br>Dr N Tosh |
| 14:00 | | | | **PI210** Moral and Political Philosophy<br>ENG-2034<br>L Room 07<br>Dr.<br>Orla Richardson | |
| 15:00 | | | | **PI248**<br>Phenomenology<br>CA003<br>Prof. F. Ó Murchadha | |
| 16:00 | | | | **PI248**<br>Phenomenology<br>CA003<br>Prof. F. Ó Murchadha | |
| 17:00 | | | | | |
| 18:00 | **PI2102**<br>Formal Logic<br>**AC214**<br>Dr N Tosh | | | | |

## PI210 Moral and Political Philosophy

**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.

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

**Methods of assessment and evaluation**: Continuous assessment: Six 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:**
Excerpts will be taken mainly from the following sources:
Steven M. Cahn, ed., Classics of Political and Moral Philosophy. (Oxford University Press, 2011)

## PI207 Philosophy of Art

Lecturer**: Dr Lucy Elvis**

**Course description**: This module is an introduction to philosophical approaches to various art forms across Western history of ideas. It gives students the skills to

rigorously understand relevant key texts and critically discuss them in relation to a range of art practices and art forms. Whether pre-modern, modern, or contemporary, the philosophical approaches considered cover a variety of methods including from the analytic and interpretive traditions. Similarly, the art forms discussed span a variety of historical periods, movements and categories.

**Teaching and learning methods:** This 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 Aesthetics, Edinburgh University Press.

## PI241 History of Irish Thought

**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.

## PI248 Phenomenology

**Lecturer:** Prof. Felix Ó Murchadha

**Course description:** This course will familiarize students with the methods and themes Phenomenology focusing on the work of Husserl, Heidegger, Merleau-Ponty and Levinas. The course will concentrate especially on such themes as consciousness, intentionality, reduction, embodiment, time 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)

## PI2102 Formal Logic

**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 (http://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.

**Teaching and learning methods:** This 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*, http://telleprimer.ucdavis.edu/

## PI2109 Philosophy in Irish Schools (2)

**Lecturers**: Dr Lucy Elvis & Dr Orla Richardson

**Course Description**: This module 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 3rd, 4th, and 5th class students (7–11-year-olds) from a primary school located in Galway city.

This module is capped at 21 students. Students must complete the following form ahead of registration:

https://forms.office.com/e/Lr2wfuwJyT

There will be two training events (times and dates TBC). Attendance to these training events is compulsory for any student registered for PI2109.

As part of this module, students will be working with young children. Therefore, students wishing to participate in PI2109 will require police clearance. Students should plan to bring police clearance documentation with them to Ireland.

**Teaching and learning methods**: This module 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.

**Core Texts**:

Aristotle, *Nicomachean ethics*. T.Irwin (trans.) Hackett Publishing, London, 2019.
Supplementary reading:

Amélie Oksenberg Rorty (ed.) *Essays on Aristotle's Ethics.* University of California Press, 1980

## PI2112 Themes in the History of Modern Philosophy: Empiricism & Beyond

**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]

## PI2115 Professional Philosophy: Academic event organisation and management

**Lecturer**: 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]

## 3rd Arts Semester One 2026/2027

- **PI315 Philosophy of Mind**
- **PI327 Philosophy of Religion**
- **PI3100 Kant's Theoretical Philosophy**
- **PI3103 Environmental Ethics**
- **PI3104 Philosophy and Culture in Context**
- **PI3106 Formal Logic 2**

| FINAL YEAR<br>PHILOSOPHY<br>SEMESTER 1, 2026/27 | | | | | |
|---|---|---|---|---|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 | **PI315** Philosophy of Mind<br>CA118<br>Dr J O'Reilly | | | | |

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|---|---|---|---|---|---|
| 10:00 | **PI315** Philosophy of Mind<br>CA118<br>Dr J O'Reilly | | | | |
| 11:00 | | **PI3100** Kant's Theoretical Philosophy<br>AC201<br>Dr T Doyle | | | |
| 12:00 | | **PI3100** Kant's Theoretical Philosophy<br>AC201<br>Dr T Doyle | | **PI3104** Philosophy of Culture in Context<br>Dr L Elvis & Dr Y Förster | |
| 13:00 | **PI3103** Environmental Ethics<br>CA101<br>Dr N Ward | | | **PI3104 (*)** | |
| 14:00 | **PI3103** Environmental Ethics<br>CA117 –MBA room<br>Dr N Ward | | | **PI3104 (**) | |
| 15:00 | | | | **PI3104 (*)** | |
| 16:00 | | | **PI327** Philosophy of Religion<br>Tyndall Theatre, SC005<br>Prof. F Ó Murchadha | **PI3104 (*)** | |
| 17:00 | | **PI3106** Formal Logic 2<br>Seminar Room, 19 Distillery Road<br>Dr N Tosh | **PI327** Philosophy of Religion<br>Tyndall Theatre, SC005<br>Prof. F Ó Murchadha | | |
| 18:00 | | **PI3106** Formal Logic 2<br>Seminar Room, 19 Distillery Road<br>Dr N Tosh | | | |

**(*) PI3104** seminars and workshops dates **(The Bridge Room – Hardiman Building)**

- Initial 2-hour induction on Thursday, 10th of September.

- 4 workshops on Thursdays (12-5pm) on 1st October, 15th October (1-6pm), 5th November and 19th November.
- 2-hour mandatory essay writing clinic on Thursday, 26th November from 12-2pm.

## PI315 Philosophy of Mind

**Lecturer**: Dr John O'Reilly

**Course Description:** The course begins with an introduction to three influential approaches to mental phenomena – Logical Behaviourism, Identity Theory, and the emergence of Functionalism. The second part of the course builds on these foundations via an exploration of David Lewis' Analytic Functionalism and Jerry Fodor's Psycho-functionalism. At this stage, we are ready to look at the Computational Theory of Mind and Daniel Dennett's Intentional Stance. The final section of the course focuses on John Searle's critique of the Computational approach to the mind with his "Chinese Room" thought experiment and on the advent of Embodied Cognition as a criticism of overly mind-centred accounts of cognition.

**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:**

Heil, John. Philosophy of Mind, Routledge, 2013.
Kim, Jaegwon Kim. Philosophy of Mind, Westview Press Colorado, 2011.
Kind, Amy, Philosophy of Mind: The Basics, Routledge, 2020.*
Mandik, Pete. This is Philosophy of Mind, Wiley-Blackwell, 2014.*
Shapiro, Laurence. Embodied Cognition, Routledge, 2011.
(* Introductory texts to get you going)

## PI327 Philosophy of Religion

**Lecturer:** Prof. Felix Ó Murchadha

**Course description:** This course will discuss one of the principle problems of the philosophy of religion, namely the relation of faith and reason. The relation of faith and reason has been a matter of controversy since the early Christian thinkers. In modernity, with a revised account of reason and rationality, the question became increasingly complex and the philosophical positions on this issue increasingly divergent. We will look at two philosophers: Kant and Kierkegaard. Following upon that, we will discuss a number of themes including forgiveness, language, love, violence and time.

**Prerequisites**: None

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

**Methods of assessment and examination:** Continuous Assessment (35%) and a Final Assignment (Essay) (65%)

**Core texts:**

Arendt, H.: *The Human Condition*, Chicago: Chicago University Press, 1998

Derrida, J.: "To Forgive: The Unforgiveable and the Imprescriptible" in Caput et al.:

*Questioning God*, Bloomington, Indiana UP, 2001, pp. 21-51.

Derrida, J.: "How to Avoid Speaking: Denials" in H. Coward et. al (eds): *Derrida and Negative Theology* (SUNY Press, 1992), pp. 73-142

Kant: *Religion within the Boundaries of Mere Reason.* (Cambridge: Cambridge University Press, 1998)

Also published in: *Kant and Rational Theology* (Cambridge: Cambridge University Press, 1998), pp. 39-216

Kierkegaard: *Fear and Trembling*. (Cambridge: Cambridge University Press, 2006) Philips, D.Z.: *The Concept of Prayer*, Oxford, Basil Blackwell, 1981.

Ricoeur, P.: "Love and Justice", *Figuring the Sacred*, Minneapolis: Fortress Press, 1995

## PI3100 Kant's Theoretical Philosophy

**Lecturer**: Dr Tsarina Doyle

**Course description**: This module examines Kant's theoretical philosophy by focussing on his arguments for transcendental idealism in the Critique of Pure Reason. Particular attention will be paid to Kant's ambitious aim to establish the objectivity of Newtonian science whilst leaving room for the possibility of God, freedom and immortality by focussing on his arguments for the transcendental ideality of space and time, his argument for the transcendental deduction of the categories, his distinction between phenomena and noumena, the argument of the Analogies and Antinomies. The modules also incorporates a number of revision exercises to help with student learning and understanding of the text.

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

**Methods of assessment and examination**: Overall assessment is based on a written essay at the end of the semester. Continuous assessment - is added to the evaluation.

**Core texts**:

Selected passages from the following texts shall be considered:
Sebastian Gardner, Routledge philosophy guidebook to Kant and the Critique of Pure Reason, London; Routledge, 1999.
Kant, Immanuel, *Critique of Pure Reason*, (MacMillan, 1929), translated by Norman Kemp Smith.
James O'Shea, Kant's *Critique of Pure Reason: An Introduction,* Acumen Publishing.
Jay F. Rosenberg, *Accessing Kant*, Clarendon Press; 2005. Oxford.
(A detailed list of readings will be distributed at the beginning of the course)

## PI3103 Environmental Ethics

**Lecturer**: Dr Nora Ward

This module focuses on the ethical, ecological and social dimensions of environmental issues. We begin with an exploration of the perception of nature in Western thought, as well as an overview of influential texts that have shaped the field of environmental ethics. As such, we will explore the relationship between human and non-human nature, addressing questions such as "Does non-human nature matter for its own sake, or simply for the sake of fulfilling human interests? What about the value of holistic entities such as ecosystems? What is intrinsic value anyway, and how does it differ from instrumental value?" Towards the latter half of the course, we will focus on the philosophical implications of international environmental issues such as climate change, indigenous rights, ecofeminism, environment justice and eco-terrorism.

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

**Core text:** A list of readings will be provided at the beginning of the semester

## PI3104 Philosophy of Culture in Context

**Lecturer**: Dr Lucy Elvis

**Course description**: This module explores philosophical approaches to the production and consumption of art and culture in contemporary society through an examination of four themes. Culture and reality, culture and technology, culture, culture and alienation and culture and violence. For each theme two different philosophical perspective will be explored to examine the dynamics of contemporary cultural production and consumption.

**Teaching and learning methods:** This course is workshop based. Four workshops on four Thursday afternoons across the semester. One introductory lecture and one essay writing tutorial will also be offered to help students navigate the course. In-person attendance at all teaching is mandatory.

**Methods of assessment and examination:** Students are offered a choice of two assessment streams assessment model A: Placement (at TULCA festival of visual Arts), Reflection and Final Essay, model B Workshop, Podcast and Final Essay.

**Core text:** All essential and supplementary readings will be available on Canvas, with a full list available at the start of the semester.

## PI3106 Formal Logic 2

**Lecturer**: Dr N. Tosh

**Course description**: This course is the sequel to the 2nd-year Formal Logic module PI2102. It introduces a new proof method -- truth trees -- and a mostly new formal language -- predicate logic with identity. The course text is Paul Teller's _Logic Primer_, freely available online (http://tellerprimer.ucdavis.edu/). Readings and practice exercises will be set each week. Familiarity with material taught in PI2102 is assumed.

**Core Text**: A reading list will be handed out at the beginning of the course.

**Methods of assessment and examination**: end of term assignment, supplemented by several in-class written tests.

## 3rd Arts Semester Two 2026/2027

- **PI310 Topics in Applied Philosophy**
- **PI3108 Topics in Post-Kantian Philosophy**
- **PI3109 Philosophy of Literature**
- **PI3111 Topics in Philosophy of Science**
- **PI2101 Information Ethics**

| FINAL YEAR<br>PHILOSOPHY<br>SEMESTER 2, 2026/27 | | | | | |
|---|---|---|---|---|---|
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9:00 | | | | | |
| 10:00 | | **PI3108** Topics in Post-Kantian Philosophy | | | |

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|---|---|---|---|---|---|
| | | 19 Distillery Rd, Seminar Room<br>Dr T Doyle | | | |
| 11:00 | | **PI3108** Topics in Post-Kantian Philosophy<br>19 Distillery Rd Seminar Room<br>Dr T Doyle | | | |
| 12:00 | | **PI310** Topics in Applied Philosophy<br>CSB-1007<br>Dr R Hull | | | |
| 13:00 | | | | **PI2101** Information Ethics<br>AC214<br>Dr Y Förster | |
| 14:00 | | **PI2101** Information Ethics<br>AC214<br>Dr Y Förster | | | |
| 15:00 | | | **PI310** Topics in Applied Philosophy<br>AC213<br>Dr R Hull | **PI3110** Philosophy of Literature<br>CA101<br>Dr M Dianetti | |
| 16:00 | | | | **PI3110** Philosophy of Literature<br>CA101<br>Dr M Dianetti | |
| 17:00 | | **PI3111** Topics in Philosophy of Science<br>CA002<br>Dr N Tosh | | | |
| 18:00 | | **PI3111** Topics in Philosophy of Science<br>CA002<br>Dr N Tosh | | | |

## PI310 Topics in Applied Philosophy

**Lecturer**: Dr Richard Hull

**Course Description**: This course is concerned with the application of the study of philosophy to issues of pressing public concern. It takes the experiences of disability and social deprivation as case studies and looks at how such experiences can best be theoretically articulated. Particular attention is given to rival theories of human freedom and their relevance to contemporary social and political debates. Attention is also focused on how different theories of justice and morality imply very different social responses to the issues of disability and deprivation. Subjects covered include Rawls' theory of freedom, Nozick's libertarianism, the acts/omissions distinction and the doctrine of double effect. The course is designed to give students an analytical background that can be used to explore other contemporary social and political issues.

**Teaching and Learning Methods**: This course is lecture-based, supplemented by tutorials

**Methods of Assessment and Examination**: Overall assessment is based on a written essay. Written course work (essay) - if required - is added to the evaluation.

**Core Text**:
Barnes, C., *Disabled people in Britain and discrimination*, Hurst and co, 1991. [346.42013 BAR]
Bynoe, I., Oliver, M., & Barnes, C., *Equal Rights for Disabled People: the case for a new law*, Institute for Public Policy Research, 1991. [346.013 BYN]
Glover, J., *Causing death and saving lives*, Penguin Books, 1977. [179.7 GLO]
Gray, T, *Freedom*, Macmillan, 1991. [323.44]
Kymlicka, W. *Contemporary Political Philosophy*, Clarendon Press, 1990. [320.50904]
Nozick, R., *Anarchy, State, and Utopia*, Blackwell, 1974. [320.101 NOZ]
Pogge, T.W, *Realizing Rawls*, Cornell University Press, 1989. [320.001 RAW.P]
Rawls, J. *A Theory of Justice*, Oxford University Press, 1974. [340.11]

**Other resources**:
To be posted on Canvas.

## PI3108 Topics in post-Kantian Philosophy

**Lecturer**: Dr. Tsarina Doyle

**Course description:** This module engages in an in-depth investigation of the possibility of metaphysics in post-Kantian philosophy with particular emphasis on Friedrich Nietzsche's philosophical thought. The first part of the module investigates Nietzsche's interpretation of the meaning and significance of Kant's transcendental idealism. It also explores how Nietzsche's own philosophical writings, both early and late, are informed by his understanding of and response to Kant. The second part of the module explores prominent interpretations of Nietzsche's metaphysics, including the panpsychist, ontic structural realist, neo-Darwinian, constructivist and dispositional readings. The implications of these interpretations for how we should understand Nietzsche's philosophical psychology, philosophy of value and political philosophy will be explored in detail. Students taking this module will be expected to prepare in advance for class and to actively participate in class discussions.

**Prerequisites**: None

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

**Methods of assessment and examination:** Continuous Assessment- Textual comprehension exercise - (20%) and a Final Assignment (Essay) (80%)

**Core Texts:**

**Recommended book resources:**

Ansell Pearson, Keith and Large, Duncan (eds) 2006, *The Nietzsche Reader*, Blackwell Oxford

**Supplementary book resources:**

Brusotti, Marco and Herman Siemens (eds) 2017, *Nietzsche, Kant and the Problem of Metaphysics*, Bloomsbury London

Tsarina Doyle 2018, *Nietzsche's Metaphysics of the Will to Power: The Possibility of Value*, Cambridge University Press Cambridge

R. Kevin Hill 2003, *Nietzsche's Critiques: The Kantian Foundations of his Thought*, Clarendon Press Oxford

Peter Poellner 1995, *Nietzsche and Metaphysics*, Oxford University Press Oxford

Justin Remhof 2023, *Nietzsche as Metaphysician*, Routledge New York

John Richardson 2004, *Nietzsche's New Darwinism*, Oxford University Press Oxford

## PI3110 Philosophy of Literature

**Lecturer**: Dr. Michela Dianetti

**Course description:** Course description: This module explores the complex and evolving relationship between philosophy and literary forms and its significance not only for literary studies but also for drama and cinema. One part of the module explores philosophical thinking about literature, exploring its purpose, value, and function, and issues such as the ethics of authorship and readership, the nature of truth in fiction, literature's epistemic and moral potential, the paradox of tragic pleasure. These debates will also be extended to drama and cinema, engaging with theories of spectatorship and performance. A second part explores philosophical thinking within and through literary forms drawing on authors such as Jean Paul Sartre and Iris Murdoch. Assessment offers a choice between critical philosophical analysis and creative philosophical writing: students will either write a philosophical essay about a novel, movie, or play, or create and workshop their own creative writing, giving life to philosophical ideas.

**Prerequisites**: None

**Teaching and learning methods:** The course is lecture-based, supplemented by tutorials. In the first half of the module, tutorials will help the students with the primary sources. In the second part, they will have the format of a workshop to guide them in their creative writing process.

**Methods of assessment and examination:** Continuous Assessment: In-class participation (10%), Peer-Feedback: Students will present a draft of their final writing to the class and receive feedback from their peers (25%) and a Final Assignment - A philosophical essay on a novel, play or film (65%).

**Core Texts:**

Eileen John,Dominic McIver Lopes 2004, The Philosophy of Literature, Wiley-Blackwell [ISBN: 1405112093]

Iris Murdoch 1978, The Fire & the Sun, Oxford University Press, USA [ISBN: 0198245807]

**Recommended book resources:** Other essential and supplementary readings will be available on Canvas, with a full list available at the start of the semester.

## PI3111 Topics in Philosophy of Science

**Lecturer**: Dr Nick Tosh

**Course description:** This module introduces students to a selection of major topics in contemporary philosophy of science, including the problem of induction, confirmation theory, and theories of causation.

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

**Recommended Book Resources:**
Peter Godfrey-Smith 2021, Theory and Reality: An Introduction to the Philosophy of Science, 2 Ed., University of Chicago Press [ISBN: 978-022661865]

**Supplementary Book Resources:**
Tim Lewens 2015, The Meaning of Science, Pelican [ISBN: 978-0141977] A. C. Grayling, Philosophy: A guide through the subject, Chapter 3, Oxford University Press [ISBN: 9780198752431

## PI2101 Information Ethics

**Lecturer**: Dr. Yvonne Förster

**Course description**: This module aims to provide students with a critical understanding of current and emerging ethical concerns in relation to the role of information technologies play in our everyday lives, including issues such as privacy, surveillance capitalism, online interaction, and engagement with artificial agents.

Philosophical reflection of core concepts will underlie the discussion of emerging concerns. Preparation of weekly readings is an essential requirement for participation.

**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, final essay and interactive oral examination.

**Core Texts:**
Readings, primarily consisting of recent academic journal articles, and other supporting materials will be provided for each topic on Blackboard. The following are useful preparatory reading materials, but not required class readings:

Luciano Floridi (Ed) (2010). *The Cambridge Handbook of information and Computer Ethics*
Patrick Lin, Keith Abney, & George Bekey (Eds.). (2012). *Robot ethics: the ethical and social implications of robotics*. MIT Press.
Patrick Lin, Keith Abney, & Ryan Jenkins (Eds.). (2017). *Robot ethics 2.0: From autonomous cars to artificial intelligence*. Oxford University Press
Deborah Lupton (2016). The Quantified Self, Polity Press.
Helen Nissenbaum (2009). *Privacy in Context: Technology, Policy and integrity of Social Life*, Stanford University Press.
Shannon Vallor (2015). *Social Networking and Ethics*,
https://plato.stanford.edu/entries/ethics-social-networking/
Jeroen van den Hoven et al. (2019). *Privacy and Information Technology*,
https://plato.stanford.edu/entries/it-privacy/
Shoshanna Zuboff (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Profile Books

## 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 except 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.
- At the end of the exam period in Sem. 2, there will be a hard deadline that might be sooner than 2 weeks after the deadline after which assessments cannot be accepted.
- 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.

## 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 | Refer to pages 36 & 37 |

| | |
|---|---|
| If you need to defer your assessment because of serious illness or bereavement | The College of Arts Office - Artsundergrad@universityofgalway.ie<br>Catherine McCurry – Student Advisor<br>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 once you have submitted your assignments | Philosophy Discipline Administrator,<br>María Bernal Navarro philosophyadmin@universityofgalway.ie 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. |

Please make sure you are familiar with our policies on Essay deadlines and penalties.

## Canvas

Course pages on Canvas will contain all notes, PowerPoint slides, further reading and communications from lecturers. Your courses also all 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. Follow this link for more information on Canvas and how to make the most of its services.

## 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 their website.

## Student Counselling Service

This service is available to all full and part-time registered students at NUI, 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), 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

See, Policies and Procedures established by the University. All students should familiarise themselves with these guidelines at: http://www.universityofgalway.ie/codeofconduct/

## Further useful information:

### Student Information Desk

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 www.universityofgalway.ie/sid/

### 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

### Academic Integrity Policy

### 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/

## Contacts:

| | |
|---|---|
| **Staff Representative:**<br>Dr Tsarina Doyle | Morrisroe House, Room 101<br>19 Distillery Road<br>tsarina.doyle@universityofgalway.ie |
| **Discipline Administrator:**<br>María Bernal Navarro | Philosophyadmin@universityofgalway.ie |
| **School Administrator:**<br>Helena Condon | Sohap@universityofgalway.ie |
| Dr Lucy Elvis | Morrisroe House, Room 102,<br>19 Distillery Road<br>lucy.elvis@universityofgalway.ie |
| Dr Heike Felzmann | Morrisroe House, Room 201,<br>19 Distillery Road<br>heike.felzmann@universityofgalway.ie |
| Dr Yvonne Förster | yvonne.forster@universityofgalway.ie |
| Dr Richard Hull<br>(On leave in Sem 1) | Morrisroe House, Room 104,<br>19 Distillery Road<br>richard.hull@universityofgalway.ie |
| Prof. Felix Ó Murchadha<br>Head of Discipline | Morrisroe House, Room 202,<br>19 Distillery Road<br>felix.omurchadha@universityofgalway.ie |
| Dr John O' Reilly | Morrisroe House, Room 204,<br>19 Distillery Road<br>john.oreilly@universityofgalway.ie |
| Dr Orla Richardson | Morrisroe House, Room 106,<br>19 Distillery Road<br>orla.richardson@universityofgalway.ie |
| Dr Nick Tosh | Morrisroe House, Room 203,<br>19 Distillery Road<br>Nick.tosh@universityofgalway.ie |
| Dr Nora Ward | Morrisroe House, Room 104,<br>19 Distillery Road<br>Nora.ward@universityofgalway.ie |
| Dr Michela Dianetti | Mdianetti@universityofgalway.ie |