

## Course

Philosophy Workshop (哲学研讨会)

## Term

Autumn Semester 2020

## Teachers

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## Location

Weeks 1–16, Tuesdays, 15:10–18:00, room t.b.a.

## Level

Open to 3rd-year and 4th-year undergraduate and all graduate (both Master and PhD) students

## Description

The fundamental objective of this course is for students to have regular, intensive practice of doing philosophy, both individually and in collaboration. In this way, the course will significantly improve each participant's philosophical knowledge and skills.

The specific course contents will be determined by the students themselves. After an introductory first meeting, all course meetings will be devoted to a discussion of individual students' own written work (for example, an essay or thesis chapter; note that this may be written work that has been completed for other courses or degree requirements). Each student chooses a piece of work to submit, which will be circulated so that other participants can share written comments in advance of the meeting; during the meeting, the author will give an oral presentation, followed by a formal response by another student and then an open discussion.

Each week, the teacher will also assign some additional background reading, which will normally consist of some seminal articles within the relevant field. Participants will thus both study a variety of philosophical topics and, most importantly, learn to do philosophy, and do it well, by engaging in the kinds of activity that have been fundamental to the practice of all great philosophers.

## Format

Each session, with the exception of the first one, starts with a 20–30-minute presentation in which a student presents their own original research. This presentation will be based on a paper draft that we will circulate one week prior to the student's presentation. Following this presentation, a different student will present a detailed set of comments on the presenter's paper. Next, there will be a two-part open discussion. In the first part, discussion will be limited to general comments about, for instance, the nature of the presenting student's project and their specific philosophical motivation. In the remaining class time, we will discuss specific issues related to the student's paper.

## Requirements

15x reading (other students' drafts, plus background literature)

14x written comments on other students' drafts (on one draft, weekly)

1x \*20–30-minute presentation, based on draft (essay or chapter) of ca 2,000 – 4,000 words

1x \*5–10-minute presentation, based on one's written comments

1x \*revision of essay in light of written comments and discussion, plus separate responses

1x 30-minute discussion of revised essay, and separate responses, with the teacher

## Marking

All requirements with an asterisk (\*) will be marked; in addition, there will be a mark for overall participation. The revised essay, and separate responses, will be weighted as 25–40%; each of the other three marked requirements will be weighted as 15–30%. Accordingly, a student's individual marks for the various marked requirements will be weighted in such a way that the student's highest scores will be assigned the maximal percentage.

## Selected background readings

- Cappelen, Herman, Tamar Szabó Gendler, John Hawthorne (Eds). 2016. *The Oxford Handbook of Philosophical Methodology*. Oxford University Press.
- Overgaard, Søren, Paul Gilbert, Stephen Burwood. 2013. *An Introduction to Metaphilosophy*. Cambridge University Press.
- Sunday Grève, Sebastian. 2015. The Importance of Understanding Each Other in Philosophy. *Philosophy* 90, 213–39.
- Williamson, Timothy. 2007. *The Philosophy of Philosophy*. Blackwell.
- Williamson, Timothy. 2018. *Doing Philosophy: From Common Curiosity to Logical Reasoning*. Oxford University Press.
- Wittgenstein, Ludwig. 1953. *Philosophical Investigations*. Blackwell.

## Week 1 (Introduction)

Detailed introduction of the course objectives and procedures

Personal introductions

Introduction of the (optional) reading for this meeting, followed by open discussion

### Questions

What is philosophy?

What is good philosophy?

What are efficient ways of doing, or making, good philosophy?

### Readings

Short draft paper, authored by the teacher

### Assignments

None

## Week 2 (T.b.a. based on draft/presentation, Student 1)

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

## Week 3 (T.b.a. based on draft/presentation, Student 2)

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 4 (T.b.a. based on draft/presentation, Student 3)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 5 (T.b.a. based on draft/presentation, Student 4)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 6 (T.b.a. based on draft/presentation, Student 5)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 7 (T.b.a. based on draft/presentation, Student 6)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 8 (T.b.a. based on draft/presentation, Student 7)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 9 (T.b.a. based on draft/presentation, Student 8)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 10 (T.b.a. based on draft/presentation, Student 9)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 11 (T.b.a. based on draft/presentation, Student 10)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

### **Week 12 (T.b.a. based on draft/presentation, Student 11)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

#### **Week 13 (T.b.a. based on draft/presentation, Student 12)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

#### **Week 14 (T.b.a. based on draft/presentation, Student 13)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

#### **Week 15 (T.b.a. based on draft/presentation, Student 14)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting

#### **Week 16 (T.b.a. based on draft/presentation, Student 15)**

20–30-minute student presentation, based on their pre-circulated essay or chapter draft

5–10-minute student presentation, based on this (other) student's written comments

Open discussion, drawing on each participant's written comments and other contributions

#### Questions

T.b.a. (based on draft/presentation, accompanying background literature and selected course background literature)

#### Readings

Presenter's draft, plus accompanying background literature (to be announced)

Course background literature (to be confirmed, see 'Selected background readings')

#### Assignments

Reading (as above)

Written comments on presenter's draft, due the day before the course meeting