APPLICATION FORM[i] FOR THE ACCREDITATION OF FULL HIGHER EDUCATION QUALIFICATIONS[ii] WITH THE MALTA QUALIFICATIONS FRAMEWORK

Section A – Overall Application Form

1. Date of application	**February 2015**	
2. Details of applicant		
Name	*Email address*	*Telephone/mobile no.*
3. Name of the education and training provider[iii]		
European Graduate School EGS		
4. Brief profile of the education and training provider[iv]		
The website at http://www.egs.edu/ provides relevant information about EGS's operations as an education and training provider.		
5. Tuition license		
☐ Licensed, but requiring revised license due to this application (License number: _____) ☒ Not licensed, and requesting accreditation through separate application		
6. Title of the qualification/ award		
Master of Arts in Philosophy, Art and Social Thought		
7. Proposed MQF level[v]		
MQF level 7		
8. Course type: (please tick as appropriate) and **Duration of Course[vi]**		
full-time	x☐ part-time	
130 weeks	_____weeks/months	
9. Date of First Intake[vii]		
April 1, 2016		
10. Target group		
The MA program in "Philosophy, Art, and Social Thought" is designed for individuals seeking academic credentials for a career in education or for individuals seeking cross-disciplinary training that will contribute to their professional work in other fields (including the arts or cultural and communications industries). The program involves intensive contact, but enables students to pursue professional work while undertaking their degree. The result is that the target group for this masters program is not limited to younger students who have recently completed an undergraduate degree. Many EGS students working in the Division of Philosophy, Art, and Critical Thought (PACT) are of an older age-group and pursuing some form of continuing education. The students accepted into the program will be highly self-motivated and manifestly capable of independent work. They will show a		

capacity for a sophisticated approach to cultural analysis.

11. Entry requirements

Normally, a Bachelors Degree is required for admission. The student will thus have achieved the equivalent of MQF/EQF Level 6 Certification (completion of the first Bologna cycle), with results equivalent to an upper second (ie., 2.1 in the UK system) or better in areas of study relevant to the degree. Some students may wish to show that their past academic experience does not fully reflect their capacities for study in this course and may point to other experience or achievements in their applications, presenting a professional portfolio or a description of their relevant experience. (This may pertain particularly for students returning to study after a period of other work experience.) Students who lack the normal degree prerequisites may also give evidence of special educational or work experience (for example, in the creative arts) and apply for admission with supporting materials. Work experience will normally consist of at least three years. Their entry will be conditional upon approval of the Dean of the Division of Philosophy, Art, and Critical Thought; they must show an aptitude for the capacities, skills, and knowledge acquisition consistent with the learning outcomes expected at the end of MQF Level 6.

12. Course Rationale[viii] (*optional*)

13. Overall course objectives[ix]

The aim of masters-level training in the Division of Philosophy, Art, and Critical Thought (PACT) of the EGS is to prepare students to undertake original, independent research in the multiple fields covered under the rubric, "Philosophy, Art, and Social Thought," or professional work of an informed and creative character in fields relating to cultural production or cultural analysis. A significant percentage of PACT students have academic ambitions, therefore this masters program is designed to prepare them for advanced study in their chosen field or to complement academic studies already undertaken; it will enhance capacities relevant to advanced academic study (the acquisition of knowledge, expressive skills, and forms of presentation), and thus prepare students for undertaking original research. It is fundamentally designed to expose all students (whatever their professional ambitions) to important developments in modern thought, and thus to sophisticated, new approaches to the arts and socio-political phenomena. Thus, students pursuing careers in fields such as journalism, television, or architecture (to offer just a few examples) will also find intellectual inspiration in this masters degree in "Philosophy, Art, and Social Thought."

Philosophy and philosophically informed critical theory, in this course, generally orient the approach to art and to questions bearing on the social and political orders, providing a strong basis for cross-disciplinary thinking. This orientation is itself always open to questioning, either from other philosophical standpoints or from the perspective of the other domains under examination (the arts and other domains of social experience). A non-dogmatic exploration of philosophical presuppositions is a core activity of EGS faculty in this course. Philosophy and critical theory are therefore both vehicles for cross-disciplinary enquiry and objects of study in their own right. It is, once again, from a well-justified and always searching reference to philosophical and theoretical perspectives (particularly, but not exclusively from the Continental tradition—the EGS seeks constantly to broaden its focus) that historical and aesthetic judgments are entertained in reflection that is inherently cross-disciplinary.

With regard to knowledge acquisition: Masters-level teaching at the EGS is designed to give students comprehensive knowledge and understanding of the fundamental concepts involved in the research topics treated in any given module. This advanced training is designed to build upon knowledge normally acquired at the Bachelor's level or through comparable experience, but carries it to a new level while enhancing that knowledge base. By "fundamental concepts," we mean the guiding

philosophical and theoretical assumptions employed in a field of inquiry. These concepts are presented and explored at the EGS always with respect to the current state of the field and its modern history. They are also developed with reference to their pertinence or provenance in other fields; EGS courses are thus profoundly cross-disciplinary in character and foster cross-disciplinary approaches to broad questions in contemporary thought and society that is of a leading or "cutting edge" character with respect to the relevant fields. EGS students benefit from the fact that many faculty are leaders in their respective fields and have played a role in the articulation of these fundamental concepts. The learning process will therefore involve exposure to the thinking process involved in their formation. Masters courses will thus develop in students a profound grasp of founding notions in the fields covered by the course, and the capacity to apply this understanding to a wide range of research topics. The courses will stimulate and inform capacities for judgment (in the application of founding concepts to research topics) and develop transferable skills as students learn to traverse multiple domains in a theoretically sound fashion. These enhanced capacities for judgment and trans-disciplinary analysis will further capacities for autonomous and original research at the PhD level.

Because the EGS employs leading scholars, masters students learn very high academic standards and are encouraged to emulate those standards in their own work. Thus students learn to recognize and produce well-articulated and presented arguments that are appropriately supported by relevant evidence and research. While not every masters student attending the EGS seeks academic employment at the end of their study, every EGS student is trained to conform to high academic standards and to present their work (orally—both formally and informally) in appropriate and compelling ways. The EGS masters course is designed to build intellectual confidence and professional bearing, while placing high value on creativity and innovation. It prepares students to assess their personal continuous professional development and to carry forward ongoing study on an independent basis.

The intense seminar experience prepares students to engage in collaborative thinking in a constructive manner and trains students in self-presentation for professional contexts, enabling them to address specialist and non-specialist audiences. As the session in which any given course is given involves the participation of artists and writers as well as thinkers known for their creativity, students are exposed to multiple forms of expression and encouraged to find their own individual styles and even expressive forms.
In sum, the EGS (PACT) masters student will acquire a comprehensive grasp of the current ideas operative in the fields under consideration and a capacity to link these ideas with founding ideas operative in other fields. They will thus build broad capacities for critical analysis (of texts and cultural artefacts) and confidence in their capacity to work in a cross-disciplinary fashion. Intense seminar experience complemented by formal presentations by leading academics (followed by active exchange) will teach them the requisite professional forms in their fields (in expression and comportment) and prompt independent and rigorous thinking in further research.

14. Learning Outcomes for Communication Skills[x] for the whole course

The learner will be able to:

--Interact in a professional and collaborative manner in academic research proceedings (in seminars, meetings, conferences and other forms of interaction).
--Pursue academic discussion and debate in a collegial manner that is cognizant of ethical responsibilities.
--Present personal work in a coherent and compelling fashion, both orally and by writing, and in a manner that is suitable for professional venues (journals, interviews, and so forth); students will thus be able to follow standard academic style. They will also acquire the means, in particular cases, to integrate personal (creative) expression into an academic format.

--Situate their individual research in a broader field of enquiry and present this work to both specialist and non-specialist audiences.
--Assemble a significant body of research in the form of a thesis, with proper supporting materials.

15. Learning Outcomes for Learning Skills for the whole course

The learner will be able to:

The students will:

--Develop a substantial comprehension of the core philosophical and theoretical notions employed in modern theories of art and social thought, and will develop significant familiarity with philosophical approaches to the social meaning of symbolic activity in these areas. This work will equip them to pursue independent cross-disciplinary research at the masters level in a number of fields in the humanities and social sciences—which is to say, in any field concerned with symbolic activity and its socio-historical and socio-political context.

--Develop analytic capacities for the analysis of different forms of discursive and artistic production. They will learn familiarity with theoretical and philosophical exposition, gaining the ability to take up even the most difficult contemporary texts, thus "learning to learn" and to pursue independent research, while assessing their own levels of understanding. Their seminar experience and exposure to academic presentations will also train them in assimilating and analysing oral presentations, and developing the capacity to respond swiftly and clearly.

--Develop their capacity for critical and aesthetic judgment, meaning that they will acquire skill in applying theoretical concepts to specific cultural or social phenomena, or aesthetic artefacts. This training will prepare them for independent work both outside an academic context and in further academic study. This critical judgment will also entail an awareness of the ethical issues involved in the different areas of enquiry.

--Develop capacities of expression, both oral (through intense seminar experience and exposure to public forums and academic presentations) and written. The training in written expression for the purpose of thesis preparation and presentation will enable them to write a masters thesis that is almost at a publishable level (in the form of one or more scholarly articles). At the same time, experience in the context of EGS sessions will develop their capacity to communicate ideas to both specialist and non-specialist constituencies.

16. Course outline[xi]

The MA program in Philosophy, Art and Social thought is constructed in such a way as to ensure that students will gain extensive exposure to inquiry in the fields designated in the program's title: Philosophy, Art and Social Thought. This training will be addressed to fundamental concepts in the respective fields and will prepare students to engage in cross-disciplinary inquiry relating to all three. EGS training is essentially designed to enable and enhance cross-disciplinary thinking. All topics are treated in such a way as to draw forth their implications for thought that traverses modern social experience.

The course of study will entail 6 modules in each of the first two years of study. The student will also participate in one colloquium in the course of these two years and pursue the workshops indicated below. In the final year of study, they will prepare a masters thesis.

In the first year of study, three of the modules will have a broad scope and will therefore be more introductory in character. These modules thus bear the rubric "Fundamental Questions." The modules presented in this application that fit this rubric are: "Events in Modern Thought," "Intentionality of Art

in Society," and "History of Audio-Visuality and Techno-Culture." Three other modules in the first year will have a more topic-oriented approach (focusing on a particular theme or set of authors) and thus carry the rubric, "Topics in Philosophy, Art, and Social Thought." The modules presented in this application that fit this rubric are: "A Critique of Violence," "Homo Sacer," and "The Disappearance of Authority." The first year of study is designed to balance these two forms of approach: broad theoretically and historically informed inquiry ("Fundamental Questions") in the areas of philosophy, art, and social thought, and more focused forms of research-led inquiry ("Topics"). The EGS endeavors to ensure that the professors presenting these modules are world-leading in the relevant fields. The exceptional quality of the professors teaching the modules makes the EGS PACT degree unique in the international context.

In year two, the modules are also topically oriented. They may have a broad focus, as in "History after the end of Historicism," but they will have a more advanced character by reason of the level of definition of the problematic to be addressed. These courses will introduce more technical challenges (as in "Advanced Experimental Film") than students face in the first year, and more training in particular theoretical approaches, such as psychoanalysis and deconstruction. The topics designated, however precisely addressed, will always be presented in such a way as to enable students to transfer knowledge gained through exposure to them to a wide range of research areas. Once again, the purpose of EGS courses is to promote cross-disciplinary enquiry. However specific the topic treated, it will be approached in such a way as to draw forth its significance for modern social thought. These second-year modules bear the rubric, "Advanced topics in Philosophy, Art and Social Thought."

The Masters Program in Philosophy, Art and Social Thought therefore consists of the following modules and credit-bearing work:

1. FIRST YEAR

First year modules, with detailed information in section C:

- Fundamental Questions in Philosophy Art and Social Thought (Module 1): Prof. Dr. C. Fynsk, "Events in Modern Thought" (4.5 ECTS)
- Fundamental Questions in Philosophy, Art and Social Thought (Module 2): Prof. Dr. H. von Amelunxen, "Intentionality of Art in Society" (4.5 ECTS)
- Fundamental Questions in Philosophy Art and Social Thought (Module 3): Prof. Dr. S. Zielinski, "History of Audio-visuality and Techno-Culture" (4.5 ECTS)
- Topics in Philosophy, Art, and Social Thought (Module 4): Prof. Dr. J. Butler, "A Critique of Violence" (4.5 ECTS)
- Topics in Philosophy, Art, and Social Thought (Module 5): Prof. Dr. G. Agamben, "Homo Sacer" (4.5 ECTS)
- Topics in Philosophy, Art, and Social Thought (Module 6): Prof. Dr. A. Ronell, "The Disappearance of Authority" (4.5 ECTS)

Additional units:

- Workshop on Research Methods (2 ECTS)

  Introduction to the basic theoretical approaches employed by professors at the EGS for the purpose of familiarizing students with the range of discursive styles and areas of coverage. This workshop will also introduce new masters students to the forms of teaching active at the EGS and the learning objectives that will be sought through the course program. This workshop will

seek to convey the ethos and practices of the EGS, preparing students for the intensive experience that awaits them in their seminars. Prof. Dr. C. Fynsk.

2. SECOND YEAR

Second year modules, with detailed information in section C:

- Advanced Topics in Philosophy, Art, and Social Thought (Module 1): Prof. Dr. L. Rickels, "Haunted Thought" (4.5 ECTS)
- Advanced Topics in Philosophy, Art, and Social Thought (Module 2): Prof. Dr. P. Alferi, "Advanced Experimental Film" (4.5 ECTS)
- Advanced Topics in Philosophy, Art, and Social Thought (Module 3): Prof. Dr. B. Groys, "History after the end of Historicism" (4.5 ECTS)
- Advanced Topics in Philosophy, Art, and Social Thought (Module 4): Prof. Dr. G. Bennington, "The Politics of Derrida," (4.5 ECTS)
- Advanced Topics in Philosophy, Art, and Social Thought (Module 5): Prof. Dr. E. Marder, "Psychoanalysis, Media, Deconstruction" (4.5 ECTS)
- Advanced Topics in Philosophy, Art, and Social Thought (Module 6): Prof. Dr. S. Critchley, "Tragedy's Philosophy" (4.5 ECTS)

Additional Units:

- Colloquium (4 ECTS)

  Students will participate in at least one EGS colloquium in the course of their MA study. These colloquia will be held in Berlin, New York, and Singapore on a yearly basis (others may be added and students will have the option of attending these). Colloquia will normally take a "conference" form (as in the meeting of a professional organization or academic meeting), but may also take the form of a seminar where the participants take a significant role in seminar proceedings.
  The colloquium is designed as a small conference where students present their work to one another and to faculty participants. Faculty residing in these cities will convene the events, but guest faculty will also be included and will present research. This colloquium will form part of initial training in public research presentation and will enhance both thesis preparation and professional competency. It will also help to develop the student community and foster a broader range of social interaction in the student body.
  In some exceptional cases, students may be prevented from attending the scheduled colloquia outside Saas Fee or Malta (for reasons of professional obligation, for example). In these cases, students will be expected to spend the hours in contact with either their advisor or a masters fellow, and will be expected to present written work on this occasion.

3. Second/Third Year: MA Thesis Preparation (30 ECTS)

- MA tutorial (1 ECTS)

  This workshop, taken by students in their second year of Masters study, will be devoted to preparing students for the task of writing a thesis for the masters degree. The students'

proposals and outlines will be discussed and evaluated for the purpose of helping students sharpen and develop their approaches to their specific topics. The broader topic of organizing a substantial body of research will also be covered. Prof. Dr. C. Fynsk

--Consultation and Residency

Students will meet with their advisors and an EGS fellow with suitable expertise in their field in the second session of their course of study for a substantive discussion of their thesis proposal (which they should submit in writing for this meeting). In the course of the year, they should consult with their thesis advisor at least three times, reporting on progress and discussing any issues. More frequent consultation is of course desirable, and an understanding on this point should be reached between the student and the advisor. These meetings will also be complemented by extensive on-line contact with fellows. The student will also establish with their advisor expectations regarding the submission of sections and drafts. The student should then attend a third EGS session and be in residence for 7 days for the purpose of consulting with their advisor and/or mentoring fellow. They will meet with other masters students on this occasion (peers) and thereby strengthen their capacity for completing the thesis. The EGS seeks to foster a vital community among students, so MA students should seek to establish on-line ties with other peers who can also informally support them in their individual projects.

17. General pedagogical guidelines and procedures for this course[xii]

Students for this masters degree program meet for an intensive pedagogical session in two successive years. They are expected to prepare for these intensive sessions by independent reading and through online discussion (through an established forum). In the course of an individual session, they will attend workshops and take six seminar modules with distinguished faculty; they will also attend evening lectures by faculty in residence (at least four per week). The preparedness and participation of the students in the seminars will be judged and marked (using the ECTS scale) by the professors leading the seminars and the students will also make oral presentations in the hours allotted to assessment (the professor may, in some cases, assign written statements).
The precise form of the seminar in the PACT Division is determined by the professor. Normally, these will include substantive lectures in each three- hour session led by the professor responsible for the course, and some degree of exchange in the form of questions and answers. The exact form of this latter exchange will depend on the professor's habits and preferences, but class participation is considered an important part of the EGS experience and is vital to assessment.
Teaching at the EGS is "research-led" in the sense often associated with the Humboldtian university (the founding model for many European and North American institutions). At EGS, this means that the professor will present the fruits of their life-long research either through a presentation of their own thinking or through a presentation of a topic involving the work of primary investigators and thinkers. When presenting synthetically and critically the work of other thinkers and artists, EGS professors will normally use "primary" or canonical texts; normally, they do not use textbooks, and rarely use secondary critical accounts. Part of their teaching will involve training students in careful analysis of texts. But teaching at the EGS is also research-led in a sense described by Wilhelm von Humboldt himself when he declared that teaching at a university should involve a form of exposition wherein a topic is presented from the basis of its founding concepts and developed for the students. When a topic is thus conceived and presented "fundamentally," or "scientifically" (in Humboldt's sense), the presentation will almost inevitably involve new discoveries or insights. The teachers thus end up pursuing their own research through their teaching. This phenomenon is common at the EGS and makes the teaching distinctive. This phenomenon also explains why there is a relatively small difference between "levels" of instruction (first vs. second year, etc.). Modules conceived for

students in their first year will involve more introductory or contextual development (three of them are designed to have a broad focus); there is also more emphasis on the forms of presentation expected from students for the sake of their professional development. But the core element of the teaching remains "research-led" in the strong sense articulated here. This is why PhD students commonly return to first year modules in Saas Fee or take modules that they could not follow in their first year (because they followed a different itinerary). They discover, as they proceed in their studies, that the introductory modules were almost as advanced as the later ones.
The evening lectures offered during EGS sessions are an integral part of the learning process. Attendance is required. These lectures (often made public on YouTube) are at the very highest level and have served to establish the high stature of the EGS.

EGS colloquia also form an important part of the MA program in "Philosophy, Art, and Social Thought." These colloquia are designed to give students their first chance (at the EGS) to present their individual research and are designed help to train them in professional interaction. Through this colloquium experience, they gain important insight into their own progress in research and develop their presentational skills.

Masters students also benefit from the constant presence of "fellows" who are present to advise them in their choice of research topics and the approaches required by those topics. These fellows are normally recent PhD's (normally from the EGS) who are in a position to offer a kind of "bridging" advising for the students that is individually based (making a link between the instruction occurring in the seminars and what the students seek to achieve in their respective research projects). These fellows also assess the needs of the students and report on these to the professors, communicating concerns that are academic, but can also relate to the functioning of modules. As students approach the time of composing their masters thesis, they work more closely with the fellows. The MA thesis advisor also plays an important role in directing the students through the process of developing their projects.

The preparation of a Masters thesis of 25,000 words, which is carefully supervised, trains students in the presentation of academic research and the conceptual ordering of a sizeable body of material. In this piece of work, they will demonstrate their grasp of the field in which they situate their specific project and offer an innovative approach to their topic. The work is expected to have an original character and demonstrate the student's capacity to situate their thinking in a discursive field.

The minimum amount of time required to complete the course is two years and six months. In cases involving an approved temporary suspension of studies or allowed extensions, the maximum time will normally be three years and six months (though exceptional cases relating to health or maternity, for example, may be put forward). Applications to suspend study or receive an extension for the completion of requirements will be made to the Dean of the Division. Appeals will be considered by the Division's committee on student affairs.

18. General minimum qualifications for tutors/lecturers for this course[xiii]

Ph.D.

19. General assessment policy and procedures[xiv]

EGS SAP Policy

20. Hours of total learning[xv]	
Contact hours: 565	Supervised practice hours[xvi]:
Self-Study hours: 1685	Assessment hours: 48
21. Total Number of ECTS for course completion	90 ECTS

Section B – Procedures Checklist
(Please fill Section B before proceeding to Section C)

Procedures Do you have procedures and structures in place for:	**YES** It is available here: *(Pls include specific page URL)*	**YES** It is attached to application	**NO**
a) taking temporary leave of absence		**EGS_MA_Study_Guide** Therefore see: 3_EGS Current programs and courses/Arts, Health and Society Division/Overview AHS MA Program	
b) granting extension for duration of course		**EGS_AHS_Handbook_Doctoral_Program** Page 11,10.3 Therefore see: 3_EGS Current programs and courses/Arts, Health and Society Division/Overview AHS Doctoral Program	
c) appropriate student information and support systems in line with the National Quality Assurance Framework for Further and Higher Education	http://www.egs.edu/students/request-documents/ EGS is committed to providing its postgraduate students with open communication networks with faculty and other students throughout the academic year. This includes social media systems on Facebook and an online forum within the EGS site to facilitate community and horizontal information exchange. Members of the Faculty are also in constant contact with their research students.		
d) selection of dissertation[xvii] tutors		**EGS_AHS_Handbook_Doctoral_Program** Page 6	
e) ethics approval system, where applicable[xviii]		**EGS Mission Statement, page 4, Code of Ethics** Therefore see: 1_EGS Application for MQF registration of an education institution	

		EGS Catalog 2014 -2014, page 67,3.8.4	
f) dissertation and other examining boards		**EGS_AHS_Handbook_Doctoral_Program** Page 7, 12	
g) plagiarism and other misconduct		**EGS_AHS_Handbook_Doctoral_Program** Page 5	
h) appeals		**engl_D 6_EGS Code of Bylaws, Art. 19** **engl_EGS SAP Policy** Therefore see: 1_EGS Application for MQF registration of an education institution	

Do not proceed to Section C of this application until the above procedures have been marked 'YES'.

Additional Notes as required:

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[xxi]

1. Title of the module/unit
First year – Fundamental Questions in Philosophy, Art, and Social Thought, Module 1: Events in Modern Thought - Prof. Dr. C. Fynsk
2. Course Description[xxii] (*optional*)
An introduction to thinking in philosophy, philosophy of art, ethics and political philosophy that is fundamental to the cross-disciplinary work of leading professors of the European Graduate School and at the forefront of modern thought in general. This seminar is not designed as a survey-course. Rather, it provides an introduction to the forms of interpretative thinking that are required of the EGS student and some of the essential questions agitating contemporary debate (the event, processes of subjectification, the status of the object, historicity, language, freedom, and finitude). This course thus serves as a "fundamental questions" module, since it offers a broad approach to contemporary philosophical issues and approaches.
3. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--appreciate varying modes of contemporary philosophical enquiry and practice; they will learn the significance of the linguistic turn in modern philosophy and process-oriented thinking --approach complex theoretical and philosophical arguments in a confident manner and assess their implications --gain facility in the use of key contemporary philosophical notions (as indicated in C2, above) --understand the importance of rhetoric and textual presentation for philosophical thought --grasp the cross-disciplinary implications of the modes of philosophical analysis considered in the module --grasp the political and ethical implications of the forms of thought considered in the module and their role in contemporary institutions of thought: universities but also the public arena --engage in pertinent analysis of the modes of thought considered in the module
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[xxiii]:
--Students should learn to treat some of the guiding themes of contemporary thought in the European tradition as questions rather than established concepts. In this manner, they will be introduced to contemporary debate as an ongoing activity and will be introduced to these themes as areas of research they may choose to pursue on their own or bring to bear on their special areas of professional endeavour.

--Students will acquire substantial cross-disciplinary theoretical knowledge that will advance their independent research capacities in a broad range of areas of study.
--Students will gain insight into a set of core themes (noted in point 2 above) currently debated in modern thought; they will also be able to recognize how these themes or questions are inter-related.
--Students will gain considerable familiarity with the work of four leading modern thinkers: Heidegger, Badiou, Zizek, Lyotard. Their familiarity with this work will guide them in future study at the European Graduate School and in their independent research.

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:

--working with cross-disciplinary thinking and applying it to theoretical issues in various fields and pragmatic situations.
--critically assessing arguments and positions, either in interpersonal communication or in textual analysis
--exercising proper ethical conduct in discussion and debate, appreciating the thoughts and approaches of others and pursuing questioning in common
--appreciating the ethical meaning of different forms of philosophical enquiry
--pursuing independent research of a cross-disciplinary character and assessing their own development in this self-directed study

3.3.1 Applying knowledge and understanding
The learner will be able to:

--explore the implications of the core concepts and modes of thought considered in this module for other fields; this module is designed to enhance cross-disciplinary awareness and practice
--grasp the ethical and ethical implications of the modes of thought and key concepts considered
--communicate the concepts developed in this module to others (specialists and non-specialists) in a clear and rigorous manner and debate their pertinence in a wide range of areas of enquiry
--apply what they have learned about academic protocol to other study and work contexts
--bring the philosophical rigour they learn in this course to the analysis of other texts and discursive situations

3.3.2 Judgment Skills and Critical Abilities[xxiv]
The learner will be able to:

--learn to locate their own philosophical inclinations and special interests within a broader field of philosophical and theoretical research
--learn the capacity to recognize fundamental traits of significant philosophical approaches of the modern period
--learn to appreciate the ethics and politics of philosophical practice and make judgments about other texts they encounter in their independent work
--learn to recognize what constitutes rigorous and/or compelling argumentation while appreciating different modes of pursuing philosophical thought

3.3.3 Additional Module-Specific Communication Skills[xxv] *, if required.*
The learner will be able to:

The communication skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.

3.3.4 Additional Module-Specific Learner Skills[xxvi] *, if required.*
The learner will be able to:

N/A

4. Hours of total learning for this Module/Unit	
Contact hours: 28	Supervised practice hours[xxvii]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS: 4.5

6. Please explain how this module/unit will be taught in line with Section A[xxviii]

An extensive explanation of the EGS seminar structure (in the PACT Division) is offered in Section A17. All EGS modules in this Division follow the pedagogical principles described there, at appropriate levels. The "fundamental questions" modules of the first year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion, and one four-hour assessment session in which students will make presentations to the seminar. Students will be invited to participate in the process of close critical engagement in the texts under consideration, guided by the professor. Explorations of fundamental concepts (event, finitude, historicity, subjectification, the object, freedom) will be offered by the professor in lecture form with significant allowance for discussion.

This module will be complemented by the lectures presented each evening during the relevant week (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[xxix]

Assessment will be based on oral presentations (during the assessment hours) and participation in seminars. The professor may also require written statements during the assessment hours.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[xxx]

- Heidegger, Martin, "The Origin of the Work of Art," and "What is Metaphysics," in Basic Writings, ed. David Farrell Krell (New York: HarperCollings, 1993). (Required)
- Lyotard, Jean-François, Postmodern Fables, trans. George Van den Abbeele (Mineapolis: U. of Minnesota, 1997) (Required)
- Badiou, Alain, Manifesto for Philosophy, trans. Norman Madarasz (Albany: SUNY Press, 1999); consider also the Second Manifesto, trans Louise Burchill (Cambridge: Cambridge U. Press, 2011) (Required)
- Fynsk, Christopher, The Claim of Language: A Case for the Humanities (Minneapolis: U. of Minnesota Press, 2004) (Required)
- Zizek, Slavoj, The Event (London: Penguin, 2014) (Recommended)

9. Additional[xxxi] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[xxxiv]

5. Title of the module/unit
First year –Fundamental Questions In Philosophy, Art, and Social Theory, Module 2: Intentionality of Art in Society - Prof. Dr. H. von Amelunxen
6. Course Description[xxxv] (*optional*)
The module will introduce the students to the phenomenology of art today together with major contemporary artists, filmmakers, musicians, architects and writers. Can the work of art be comprehended within its proper intentionality or must it remain in a state of waiting beyond any discourse? How do we seize the presence of an artwork, before, in and beyond time? Up to what liminality does a work of art take the social and singular being¬ and to which needs may the artwork and the societal being mutually be enabled to respond? This seminar takes up fundamental aspects of the nature of art and thus qualifies as a "fundamental questions" module for students in their first year of masters study.
7. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--appreciate essential differences between various (sometimes competing) theoretical and philosophical approaches to art --show expertise in the use of key notions in philosophy of art --grasp the cross-disciplinary implications of the theoretical and philosophical thinking deployed in modern approaches to art --grasp the political and ethical implications of the forms of criticism and philosophical approaches considered in the module. --recognize important currents in contemporary art --engage in productive and respectful dialogue with other students and faculty regarding the field of art and specific art works --pursue independent study in areas treated in the module
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[xxxvi]:
--Students will gain exposure to essential philosophical problematics of the contemporary period relating to art and learn distinguishing traits of the various approaches --students will acquire cross-disciplinary theoretical knowledge that will advance their independent research capacities in the arts and in other areas of study --students will be exposed to a number of major figures active in the contemporary arts --they will gain insight into advanced theoretical and philosophical thinking relating to the topics intentionality, the temporality of the art work, and the status of the art object. --they will acquire an awareness of what is at stake (in philosophical and practical terms) in aesthetic judgment

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross-disciplinary thinking relating to art and applying it to issues in various fields of research and pragmatic situations --critically assessing theoretical and critical positions as these are presented either in oral situations or textual form --exercising proper professional and ethical conduct in discussion and debate, appreciating the thoughts and approaches of others and pursing questioning in common --forming judgments with respect to the ethical and political meaning of interpretative acts
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--explore the implications of the core concepts and modes of thought considered in this module in other fields; this module, as a "fundamental questions" module, is designed to draw attention to cross-disciplinary awareness and practice. --grasp the ethical and political implications of positions taken with respect to artistic practice --use the concepts developed in this module in academic communication in a clear and rigorous manner, and be prepared to debate their pertinence in a wide range of areas of enquiry. --apply what they have learned about academic protocol to other study and work contexts --bring the philosophical and critical rigour they learn in this seminar to the analysis of other text and discursive situations
3.3.2 Judgment Skills and Critical Abilities[xxxvii] *The learner will be able to:*
--learn to locate their own philosophical and critical inclinations and special interests within a broader field of philosophical and theoretical research --learn the capacity to recognize fundamental traits of significant approaches in the field of philosophy of art --learn to appreciate the ethics and politics of critical thought in the field of art and make judgments about instances of such thought in texts they encounter in their independent work --learn to recognize what constitutes rigorous and/or compelling argumentation while appreciating different modes of pursuing philosophical thought
3.3.3 Additional Module-Specific Communication Skills[xxxviii] *, if required.* *The learner will be able to:*
The communicative skills notes in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.
3.3.4 Additional Module-Specific Learner Skills[xxxix] *, if required.* *The learner will be able to:*
N/A

8. Hours of total learning for this Module/Unit	
Contact hours: 28	Supervised practice hours[xl]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit	
ECTS	4.5

6. Please explain how this module/unit will be taught in line with Section A[xli]

An extensive explanation of the EGS seminar structure (in the PACT Division) is offered in Section A17. All EGS modules in this Division follow the pedagogical principles described there, at appropriate levels. The "fundamental questions" modules of the first year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion, and a four-hour session devoted to assessment in which students make presentations to the seminar. Students will be invited to participate in the process of close critical engagement with the art works and texts under consideration, guided by the professor. Explorations of fundamental concepts (intentionality, the temporality of the art work, etc.) will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[xlii]

Assessment will be based on oral participation and interviews with students.

During class, professors evaluate each student with a grade according to their participation and preparedness. Assignments vary according to the professors' syllabi. Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[xliii]

Bibliography, The Intentionality of the Work of Art

*Barthes, Roland. *Camera lucida*. tr. by Richard Howard, New York: Hill and Wang, 1981
*Deleuze, Gilles. *Francis Bacon. The Logic of Sensation*, tr. by Daniel W. Smith, London, New York: Continuum, 2003
Deleuze, Gilles. *Cinema 1. The Movement-Image*, trs., Hugh Tomlinson and Barbara Habberjam, Minnesota: University of Minnesota Press, 1986
Deleuze, Gilles. *Cinema 2. The Time-Image*, trs., Hugh Tomlinson and Robert Galeta, Minnesota: University of Minnesota Press, 1989
Deleuze, Gilles. *Two Regimes of Madness, Texts and Interviews 1975-1995*. Edited by David Lapoujade, trs. Ames Hodges and Mike Taormina, Cambridge, MA: MIT, 2007
Derrida, Jacques. *Dissemination*, tr., Barbara Johnson, Chicago: University of Chicago Press, 1981
Derrida, Jacques. *For What Tomorrow … A Dialogue*, tr., Jeff Fort Stanford: Stanford University Press, 2004
*Derrida, Jacques. *Copy, Archive, Signature. A Conversation on Photography*. Edited with an Introduction by Gerhard Richter, tr. Jeff Fort, Stanford: Stanford University Press, 2010
Derrida, Jacques. *Given Time: 1. Counterfeit Money*, tr., Peggy Kamuf, Chicago: University of Chicago Press, 1992
Derrida, Jacques. *Glas*, trs., John P. Leavey, Jr. and Richard Rand, Lincoln: University of Nebraska Press, 1986
*Derrida, Jacques. *The Truth in Painting*, trs., Geoff Bennington and Ian McLeod, Chicago: University of Chicago Press, 1987.
Heidegger, Martin. *Country Path Conversations* tr. Bret W. Davis, Bloomington: Indiana University Press, 2010
*Heidegger, Martin. *Basic Writings*. Edited by David F. Krell, New York: Harper & Row, 1977
*Heidegger, Martin. „The Age of the World Picture" in *The Question Concerning Technology and Other Essays*, tr. by William Lovitt, NewYork, Harper & Row, 1977.
Lyotard, Jean-François. *Discourse, Figure*, trs., by Antony Hudek and Mary Lydon, Minneapolis: University of Minnesota Press, 2011

Lyotard, Jean-François. *Writings on Contemporary Art and Artists. What to Paint? Adami, Arakawa, Buren*. Edited by Herman Paret, Leuven: Leuven University Press, 2012
*Lyotard, Jean-François. *The Assassination of Experience by Painting, Monory*. Edited by Herman Paret, Leuven: Leuven University Press, 2013
Merleau-Ponty, Maurice. *Phenomenology of Perception*, tr. by Donald A. Landes. London and New York: Routledge, 2012
*Merleau-Ponty, Maurice. *The Visible and the Invisible*. Edited by Claude Lefort, tr. by Alphonos Lingis, Evanston, Il.: Northwestern University Press Evanston, 1968
*Merleau-Ponty, Maurice. „Eye and Mind", in *The Primacy of Perception. And Other Essays on Phenomenological Psychology, the Philosophy of Art, History and Politics*. Edited by James M. Edie, tr. by Carleton Dallery, Evanston, Il.: Northwestern University Press, 1964, 159-190
Searle, J. *Intentionality*. Cambridge and New York: Cambridge University Press, 1983

* Required readings

9. Additional[xliv] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[xlvii]

9. Title of the module/unit
First year –Fundamental Questions in Philosophy, Art, and Social Theory, Module 3: History of Audio-visuality and Techno-Culture - Prof. Dr. S. Zielinski
10. Course Description[xlviii] (*optional*)
This seminar is designed to give students a historical perspective on audiovisuality and the surrounding technoculture. Taking a historical approach to new media allows for a richer understanding of the current media landscape than is normally available in current discussions of this topic. The seminar will also take a comprehensive approach to core concepts underpinning the leading work in these fields. This seminar fits the rubric of "fundamental questions" because of the broad approach to contemporary issues in media and technicity.
11. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--students will become literate in the historical processes by which media as we understand it today has reached its present forms. --students will gain competence not only in their capacity to bring a historical perspective to bear on the new media, but will also learn fluency as cultural critics --they will have a significant grasp of the parameters of the field of techno-culture and the different dimensions of audio-visuality --they will grasp the ethics and politics of various approaches to techno-culture
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[xlix]:
--the student will acquire the vocabulary and historical knowledge necessary to contribute to contemporary research within techno-critical fields. --they will acquire cross-disciplinary theoretical knowledge that will advance their independent research capacities in a broad range of areas of study and that may also be applied to their own personal artistic and technical projects. --they will gain insight into a set of core themes currently debated in media studies --they will gain familiarity with the work of leading media theorists and contributors to the broad area of techno-culture
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross-disciplinary thinking and applying it to theoretical issues in various fields and pragmatic situations --critically assessing arguments and positions, either in interpersonal communication or in textual analysis

--exercising proper ethical and professional conduct in discussion and debate, appreciating the thoughts and approaches of others and pursuing questioning in common with respect to developments in this rapidly changing field --bringing a historical perspective to the constitution of a field of study --appreciating the political and ethical meaning of various approaches to media study --exercising critical judgment with respect to various works in field of audio-visuality, which includes an appreciation of the significance of various developments in this field
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--explore the implications of core concepts and theoretical approaches considered in this module for other fields; as a module in "fundamental questions," this course is designed to enhance cross-disciplinary awareness and practice --grasp the ethical and political implications of various approaches to the field of audio-visuality and the broader context of techno-culture as they are applied to other fields of research and practice --situate their own independent work in relation to what they have learned about the forms of research undertaken in the fields of techno-culture and audio-visuality and thereby develop capacities for assessment of their personal development in independent research --bring the critical skills they learn in this module to other contexts (of symbolic and artistic practice) and in general carry forward forms of cultural criticism --work collaboratively with others in projects relating to the fields covered in this module
3.3.2 Judgment Skills and Critical Abilities[l] *The learner will be able to:*
--research and evaluate work in the field of audio-visual studies in a careful and thorough manner --locate one's work within the field of research of techno-culture and audio-visual studies --appreciate the ethics and politics of cultural criticism, particularly in the field of techno-culture --accept and incorporate criticism with respect to one's independent work --undertake criticism and present it in an effective form --conform to academic protocol within the new fields of techno-culture and audio-visuality
3.3.3 Additional Module-Specific Communication Skills[li] *, if required.* *The learner will be able to:*
The communicative skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining the views of others.
3.3.4 Additional Module-Specific Learner Skills[lii] *, if required.* *The learner will be able to:*
N/A

12. Hours of total learning for this Module/Unit	
Contact hours: 28	Supervised practice hours[liii]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit
ECTS 4.5

6. Please explain how this module/unit will be taught in line with Section A[liv]

An extensive explanation of the EGS seminar structure (in the PACT Division) is offered in Section A17. All EGS modules in this Division follow the pedagogical principles described there, at appropriate levels. The "fundamental questions" modules of the first year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion. They also include a four-hour assessment session in which students make presentations to the seminar. Students will be invited to participate in the process of close critical engagement of the texts under discussion and the audio-visual works under consideration. Explorations of fundamental concepts pertaining to the relevant fields will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[lv]

Assessment will be based on oral presentations in the hours devoted to assessment and participation in the seminars. The professor may also require written statements during the assessment hours.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[lvi]

The following texts are required reading:

- Zielinski, Siegfried (Editor). Variantology : on deep time relations of arts, sciences and technologies. 1. König. Paperback, 383 pages, Language English, ISBN: 3883759147.
- Zielinski, Siegfried (Editor). Variantology 02 : on deep time relations of arts, sciences and technologies. König. 2007. Paperback, 350 pages, Language English, ISBN: 3865600506.
- Zielinski, Siegfried (Editor). Variantology 3 : on deep time relations of arts, sciences and technologies in China and elsewhere. König. 2008. Paperback, 478 pages, Language English, ISBN: 3865603661.
- Zielinski, Siegfried (Editor). Variantology 4 - On Deep Time Relations of Arts, Sciences and Technologies in the Arabic-Islamic World and Elsewhere. Koenig. 2010. Language English, ISBN: 3865607324.

Recommended Readings:

- Gould, Stephen Jay. Time's arrow, time's cycle. Myth and metaphor in the discovery of geological time Harvard Univ. Pres., 1987. The Jerusalem-Harvard lectures. Language English, ISBN: 0674891988.
- Gould, Stephen Jay. "Ladders and Cones. Constraining evolution by canonical icons." in: Robert B. Silvers (Editor). Hidden Histories of Science. 1995. p. 37-67. New York Review Books. Paperback, 192 pages, Language English, ISBN: 1590170520.
- Nietzsche, Friedrich. On the Genealogy of Morals. Oxford University Press. 2009. Paperback, 208 pages, Language English, ISBN: 0199537089.
- Foucault, Michael. "Nietzsche, Genealogy, History." in: Paul Rabinow (Editor). The Foucault Reader. Vintage. 1984. Paperback, 400 pages, Language English, ISBN: 0394713400.

- Repcheck, Jack. The Man who Found Time. James Hutton and the Discovery of The Earth's Antiquity. Perseus Publishing. 2003. Paperback, 256 pages, Language English, ISBN: 0465013376.
- Shapiro, Gary. Archaeologies of Vision: Foucault and Nietzsche on Seeing and Saying. UoC Press. 2003. Hardcover, 424 pages, Language English, ISBN: 0226750469.
- Kluitenberg, Eric (Editor). The Book of Imaginary Media. With DVD. English edition, ISBN: 905662539X.
- Zielinski, Siegfried. "Media Archaeology." in: Arthur and Marilouise Kroker (Editors). Digital Delirium. Palgrave Macmillan. 1997. p. 272-283. Paperback, 336 pages, Language English, ISBN: 0312172370.
- Bataille, Georges and Leslie A. Boldt (Translator). Inner Experience. State University of New York Press. 1988. Paperback, 209 pages, Language English, ISBN: 0887066356.
- Standage, Tom. The Victorian Internet. Walker & Company. 2007. Paperback, 256 pages, Language English, ISBN: 0802716040.
- Gitelman, Lisa and Geoffrey B. Pingree (Editors). New Media 1740-1915. MIT Press. 2004. Paperback, 305 pages, Language English , ISBN: 0262572281.
- Marvin, Carolyn. When Old technologies Were New. Oxford Press. 1990. Paperback, 256 pages, Language English, ISBN: 0195063414.
- Gouk, Penelope. Music, Science and Natural Magic in Seventeenth-century England. Yale University Press. 1999. Hardcover, 320 pages, Language English, ISBN: 0300073836.
- Hammond, John H. The Camera Obscura. A Chronicle. Taylor & Francis. 1981. Hardcover, 194 pages, Language English, ISBN: 085274451X. Buy it at Amazon.com, Amazon.ca, Amazon.de, Amazon.co.uk or Amazon.fr.
- Stoichita, Victor I. A Short History of the Shadow. Reaktion Books. 1997. Paperback, 264 pages, Language English, ISBN: 1861890001.
- Graham, A. C. and Nathan Sivin. "A systematic Approach to the Mohist Optics (ca. 300 B. C.)." in: Nathan Sivin, Shigeru Nakayama (Editors). Chinese Science: Explorations of an Ancient Tradition. MIT Press. 1973. p. 105-152. Hardcover, 352 pages, Language English, ISBN: 026214011X.
- Vermeir, K. "The magic of the magic lantern (1660–1700). On analogical demonstration and the visualisation of the invisible." in: British Journal for the History of Science. Vol. 38, 2005, p. 127–159.

9. Additional[lvii] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[lx]

13. Title of the module/unit
First year – Topics in Philosophy, Art and Social Thought, Module 4: **A critique of Violence – Prof. Dr. Judith Butler**
14. Course Description[lxi] (*optional*)
This module is one of the three "topics" modules that belong to the first year of study, and thus has a focused character, proceeding from a theme or author and developing the fundamental cross-disciplinary implications of this topic. This module will take its point of departure from the thought of Walter Benjamin on the topic of violence and the law, and will include readings from Hannah Arendt and Frantz Fanon. Seminar sessions will involve close textual analysis but will also provide students with broader perspectives on political philosophy with special attention to human rights and international law. Professor Butler will also introduce students to her own philosophical thinking.
15. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--undertake close textual study (of challenging texts in philosophy and political thought) and form critical judgments based on textual evidence. Students will gain confidence in approaching complex theoretical and philosophical arguments and assimilating their implications; in this specific module, they will gain facility in the use of core terms from political philosophy and learn to recognize their cross disciplinary implications. -- apply philosophical and theoretical notions to specific socio-political contexts. --appreciate the special strengths of dialectical thinking (in a broad sense of this term defined by Hegel and Benjamin, in particular), which they will bring to their specific areas of study in further research. --grasp the cross-disciplinary implications of the fundamental questioning pursued in the course and bring these to bear in other areas of research and in self-directed study. --exercise awareness of the political and ethical implications of philosophical thought, thus developing their competency in intervening respectfully and effectively in public contexts.
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[lxii]:
--The student will acquire cross-disciplinary theoretical knowledge that will advance their independent research capacity in their special area of study and enable them to assess their personal develop in continuing independent study. --The student will gain insight into fundamental concepts in legal and political philosophy, including law, judgment, rights, justice, force, and violence. They will also be able to

recognize how these concepts relate to one another. The module will also foster questioning into the nature of the political order as such and its historical foundations. It will also introduce students to key issues in international law and human rights. --The student will gain familiarity with the work of four major thinkers in the fields of modern philosophy and political philosophy: Benjamin, Arendt, Butler and Fanon.
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross-disciplinary thinking and applying it to theoretical issues in various fields and pragmatic situations. --appreciating their own social and ethical responsibilities in their writing, teaching, and public communication --critically assessing arguments and proposals, either in interpersonal contexts or textual analysis. --ability to apply protocols for ethical conduct in discussion and debate, and undertake collaborative work
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--carry cross-disciplinary concepts acquired in this course to other topics of study in the fields of philosophy, art and social thought. The study of fundamental concepts regarding law and violence in this module should be richly informative for the analysis of social phenomena. It will also prove pertinent to the analysis of contemporary social phenomena. --communicate these concepts acquired to others in a clear and compelling manner. --apply what they have learned about academic, collaborative protocol in other study and work contexts --apply what they have learned about academic style and argumentation to further study and research.
3.3.2 Judgment Skills and Critical Abilities[lxiii] *The learner will be able to:*
--research and evaluate relevant primary and secondary material in a careful and thorough manner --make a judicious use of sources for argumentation and presentation. --work more effectively on their own and develop independent thinking --learn to locate their own philosophical inclinations and special interests within a broader field of academic research. In this module, the student will gain special insight into their understanding of the political order, and thus the "politics" of theory itself. Once again, this learning should have a strong bearing on their understanding of their own work. Since this course is partially on the very process of judgment (in a legal framework), students will learn to reflect on the nature of judgment itself. --learn to assess the strengths of arguments, presented textually or orally.
3.3.3 Additional Module-Specific Communication Skills[lxiv] *, if required.* *The learner will be able to:*
The communication skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.
3.3.4 Additional Module-Specific Learner Skills[lxv] *, if required.* *The learner will be able to:*
N/A

16. Hours of total learning for this Module/Unit	
Contact hours: 28	Supervised practice hours[lxvi]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS: 4.5

6. Please explain how this module/unit will be taught in line with Section A[lxvii]

An extensive explanation of the EGS seminar structure (n the PACT Division) is offered in Section A 17. All EGS modules follow the pedagogical principles described there, at appropriate levels. The topics modules of the first year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion, as well as a four-hour assessment session in which students make presentations to the seminar. In this module, careful analysis of the principal authors will be pursued by the professor and discussions will be based on the professor's presentation. Students will also be invited to participate in the practice of close textual analysis. Explanations of fundamental concepts (law, justice, violence, etc.) will be offered by the professors in the context of the focused discussions pursued in the module.
The lectures attended by the students in the evening (7.5 hours in the relevant week) will also be brought into the seminar discussion in a relevant way.

7. Please explain how this module/unit will be assessed in line with Section A[lxviii]

Assessment will be based on oral presentations (during the assessment hours) and participation in seminars. The professor may also require written statements during the assessment hours.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[lxix]

- Arendt, Hannah (2008): The origins of totalitarianism. Unter Mitarbeit von Nadia May. [Ashland, Or.]: Blackstone Audio. (Required)
- Arendt, Hannah (2011): Eichmann in Jerusalem. A report on the banality of evil. Unter Mitarbeit von Wanda McCaddon. [Old Saybrook, Conn.]: Tantor Media. (Required)
- Arendt, Hannah (2012): The human condition. 1 sound discs (11.00 hrs.). [Old Saybrook, Ct.]: Tantor Media, Inc. (Required)
- Arendt, Hannah; Kohn, Jerome (2005): The promise of politics. 1st ed. New York: Schocken Books. (Required)
- Benjamin, Walter; Bullock, Marcus Paul; Jennings, Michael William; Eiland, Howard; Smith, Gary; Jephcott, E. F. N; Livingstone, Rodney (2004-2006): Walter Benjamin. Selected writings. 1st Harvard University Press paperback edition, 2004. Cambridge, Mass.: Belknap Press. (Selections to be announced)
- Benjamin, Walter; Scholem, Gershom (1989): The correspondence of Walter Benjamin and Gershom Scholem, 1932-1940. 1st American ed. New York: Schocken Books. (Selections to be announced)
- Fanon, Frantz (2008): Concerning violence. London: Penguin (Penguin great ideas). (Required)
- Fanon, Frantz; Gibson, Nigel C.; Damon, Lisa; Cherki, Alice; Beneduce, Roberto: Decolonizing madness. The psychiatric writings of Frantz Fanon. (Required)

9. Additional[lxx] minimum formal qualifications and experience required to teach this module/unit
EGS academic staff engaged to teach this course hold a Ph.D. For CVs please refer to: EGS Media and Communication_Faculty Overview http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[lxxiii]

17. Title of the module/unit
First year –Topics in Philosophy, Art, and Social Thought, Module 5: Homo Sacer - Prof. Dr. G. Agamben
18. Course Description[lxxiv] (*optional*)
This module takes its focus from the concept of the "homo sacer," as advanced by Prof. Giorgio Agamben. It will take up the philosophical and historical provenance of this concept and its implications for a thought of community and identity. It will also develop the theme of solidarity in a post-identity world. This module fits the "topics" rubric inasmuch as it takes its point of focus from a particular concept employed in modern social and political thought. The concept has been employed broadly in the humanities and social sciences over the past two decades, and it therefore lends itself to significant cross-disciplinary development.
19. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--undertake close textual study of challenging texts in philosophy and social thought, starting from the works of Prof. Agamben, and form critical judgments based on textual evidence. Students will gain confidence in approaching complex arguments and assimilating their implications. In this specific module, they will gain facility in the use of core terms from modern social thought linked to the notion of the "homo sacer" --appreciate the place of the fundamental concepts taken up in this course in relation to the oeuvre of Prof. Agamben; students should then be able to link Agamben's work to the research they are pursuing on their own --apply the philosophical and theoretical notions developed in the module to specific socio-political contexts --appreciate the cross-disciplinary implications of the fundamental questioning pursued in this course and bring these to bear in other area s of research and in self-directed study --exercise awareness of the political and ethical implications of the social thought addressed in this module, thus developing their capacity to intervene respectfully and effectively in public contexts, be these in academic forums or other public sites
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[lxxv]:
--The student will acquire cross-disciplinary theoretical knowledge that will advance their independent research capacity in their special field of study. -Students will understand the relation between the work of Prof. Agamben and his contemporaries, while gaining knowledge of his philosophical background and influence. --The student will gain insight into fundamental concepts in social thought bearing upon the constitution of identity, starting from the notion of the "homo sacer"; they will learn about the legal concept of exception and they will learn about the formation of state authority.

They will also learn to appreciate the socio-political framework within which this concept and related notions evolved (ie. Europe in the second half of the 20th century). --The student will gain expertise with respect to the thought and writings of Prof. Giorgio Agamben
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross disciplinary thinking and applying it to theoretical issues in various fields and pragmatic situations --appreciating their own social and ethical responsibilities in their writing, teaching, and public communication --critically assessing arguments and proposals, either in interpersonal contexts or textual analysis --applying protocols for ethical conduct in discussion and debate, and undertake collaborative enquiry --present their own thinking and research in a compelling and suitable academic form
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--carry cross-disciplinary concepts acquired in this module to other topics of study in the fields of philosophy, art, and social thought. The study of the work of Giogio Agamben should be richly informative for the analysis of social phenomena. As Prof. Agamben is a noted commentator of literary texts (the elaboration of the notion of the "homo sacer" relies on literary testimony from Primo Levi and Robert Antelm, for example, as well as philosophical and social analysis) and also an aesthetic theorist, the cross-disciplinary capacities will extend to literature and the arts --communicate these concepts to others in a clear and compelling manner --apply what they have learned about academic style and argumentation to further study and research
3.3.2 Judgment Skills and Critical Abilities[lxxvi] *The learner will be able to:*
--research and evaluate relevant primary and secondary material in a careful and thorough manner --make a judicious use of sources for argumentation and presentation --work more effectively on their own in cross-disciplinary study and develop independent thinking --learn to locate their own philosophical inclination and special interests in relation to the philosophical postions elaborated by Prof. Agamben and in relation to a broader field of academic research that draws upon his work for inspiration. In this module, the student will gain special insight into the constitution of the political order and identity formation. This insight should inform the student's understanding of the meaning of their own work and help them assess their personal development in continuing study --develop critical capacities in the areas of art and socio-political phenomena, and also learn critical capacities for the evaluation of arguments
3.3.3 Additional Module-Specific Communication Skills[lxxvii] *, if required.* *The learner will be able to:*
The communication skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.
3.3.4 Additional Module-Specific Learner Skills[lxxviii] *, if required.* *The learner will be able to:*
N/A

20. Hours of total learning for this Module/Unit	
Contact hours: 28	Supervised practice hours[lxxix]: --
Self-Study hours: 84	Assessment hours: 4 --
5. Total Number of ECTS of the module/unit	
ECTS 4.5	

6. Please explain how this module/unit will be taught in line with Section A[lxxx]

The seminar structure of modules in the PACT Division is explained in Section A17. All EGS modules in this Division follow the pedagogical principles described there, at appropriate levels. The "topics" modules of the first year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion, and one four-hour assessment session in which students will make presentations to the seminar. Students will be invited to participate in the process of close textual engagement with the texts under consideration, guided by the professor. Explorations of the meaning of the concept of the "homo sacer" and related notions in philosophy and political thought will be offered by the professor in lecture with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week (7.5 hours) . These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[lxxxi]

Assessment will be based on oral presentations (during the assessment hours) and participation in the seminars. The professor may also require written statements during the assessment hours. Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[lxxxii]

Required Reading:

- Agamben, Giorgio and Daniel Heller-Roazen (Editor and Translator). Potentialities: Collected Essays in Philosophy. Stanford University Press. January 4, 2000. Paperback, 328 pages, Language English, ISBN: 0804732787.
- Agamben, Giorgio and Jeff Fort (Translator). Profanations. Zone Books. November 30, 2007. Hardcover, 100 pages, Language English, ISBN: 189095182X.
- Agamben, Giorgio, Daniel Heller-Roazen (Translation). Homo Sacer: Sovereign Power and Bare Life. Stanford University Press. Stanford, June 1998, Hardcover, Language English, ISBN: 0804732175.
- Agamben, Giorgio and Luca di Santo (Translator) and Kevin Atell (Translator). The Signature of All Things: On Method. Zone Books. December 31, 2009. Hardcover, 150 pages, Language English, ISBN: 1890951986.
- Agamben, Giorgio and Karen Pinkus (Translator) and Michael Hardt (Translator). Language and Death: The Place of Negativity (Theory and History of Literature). Univ Of Minnesota Press. September 10, 2006. Paperback, 136 pages, Language English, ISBN: 0816649235.
- Agamben, Giorgio and Kevin Attell (Translator). State of Exception. University Of Chicago Press. January 15, 2005, Paperback, 104 pages, Language: English, ISBN: 0226009254.
- Agamben, Giorgio. Remnants of Auschwitz: The Witness and the Archive. Zone Books. January 1, 2002, Reprint edition, Paperback, 176 pages, Language: English, ISBN: 189095117X.

- Agamben, Giorgio, Liz Heron (Translation). Infancy and History: The Destruction of Experience. Verso Books. New York, December 1996, 256 pages, Hardcover, ISBN: 0860914704.

9. Additional[lxxxiii] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[lxxxvi]

21. Title of the module/unit
First year –Topics in Philosophy, Art, and Social Thought, Module 5 **The Disappearance of Authority - Prof. Dr. A. Ronell**
22. Course Description[lxxxvii] (*optional*)
In institutions, in art worlds, and in the relation to world and constitution of self, Hannah Arendt, Herbert Marcuse and Alexandre Kojève's reflections on authority in the realm of political philosophy become increasingly relevant. Do we need authority, as they appear to claim, or does authority—and authorship—present a roadblock to genuinely innovative leaps in the praxis to which we attach? Who or what commands authority? Does it stave off tyranny or, on the contrary, does it invite the authoritarian imposition of rules and regulations that bind and blind us. How does authority push back on authoritarian acts of coercion? This seminar belongs to the "Topics" rubric by virtue of its focused approach to a topic in political philosophy. While its implications are quite broad and have a strong cross-disciplinary reach, the seminar seeks to achieve its goals through concentration on a particular fundamental theme.
23. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--undertake close textual analysis in the fields of philosophy and political philosophy, and form critical judgments based on textual evidence. Students will gain expertise in handling complex arguments and challenging rhetorical formulations, and will learn to assimilate their implications --grasp the meaning of the concept of authority for a wide range of symbolic and social contexts, including interpersonal relations; they will also grasp the cross-disciplinary pertinence of this notion with respect to their own research --learn to apply the themes developed in the seminar in relation to specific socio-political contexts --appreciate the political and ethical implications of the political thought considered in the seminar and develop competency in intervening respectfully and effectively in public contexts, including academic ones --pursue independent research and writing related to this seminar's topic in a manner that fits academic protocols of research
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[lxxxviii]:
--the student will be exposed to cross-disciplinary forms of questioning that will advance their independent research capacity and enable them to assess their development in independent study.

--they will gain insight into fundamental concepts in legal and political philosophy from the basis of a careful consideration of the notion of authority. They will also recognize the interrelated character of these concepts. The module will foster questioning into the nature of the constitution of subjectivity and the social order itself. --the student will gain familiarity with the texts of three major 20th century thinkers: Marcuse, Arendt, and Kojève, and will be introduced to the writings of Prof. Ronell herself.
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross-disciplinary thinking and applying it to theoretical issues in various fields and pragmatic situations --appreciating their own social and ethical responsibilities in their writing, teaching, and public communication --performing in a properly hospitable form of seminar interaction wherein the thoughts of others are considered and respected --critically assessing arguments and philosophical positions, either in interpersonal contexts or textual analysis --respecting academic protocols while pursuing independent and original thought and work
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--carry cross-disciplinary concepts acquired in this module to other topics of study in the fields of philosophy, art, and social thought. The study of fundamental concepts relating to the notion of authority in this module should be richly informative for the analysis of social and cultural phenomena, enabling the student to undertake cultural criticism --communicate the concepts acquired in the module to others in a clear and compelling manner --apply what they have learned about collaborative academic protocol in other study and work contexts --apply what they have learned about academic style and argumentation to further study and research
3.3.2 Judgment Skills and Critical Abilities[lxxxix] *The learner will be able to:*
--research and evaluate relevant primary and secondary material in a careful, imaginative, and thorough manner --make a judicious use of sources for argumentation and presentation --work effectively on their own in pursuing independent research --learn to locate their own philosophical inclinations and special interests within a broader field of academic research. In this module, the student will gain special insight into their understanding of the constitution of discursive authority, and thus the authority of academic and philosophical discourse itself (as well as forms of institutional authority). This learning should have a strong bearing on their understanding of their own work and the institutions in which they work or which they seek to join at the completion of their studies --assess the strength and nature of critical arguments, be they “from authority” or elaborated philosophically
3.3.3 Additional Module-Specific Communication Skills[xc] , if required. *The learner will be able to:*
The communication skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.
3.3.4 Additional Module-Specific Learner Skills[xci] , if required. *The learner will be able to:*
N/A

24. Hours of total learning for this Module/Unit	
Contact hours: 28	Supervised practice hours[xcii]: --
Self-Study hours: 84	Assessment hours: 4 --
5. Total Number of ECTS of the module/unit	
ECTS 4.5	

6. Please explain how this module/unit will be taught in line with Section A[xciii]

A lengthy explanation of the EGS seminar structure in the PACT Division is offered in Section A17. All modules in this Division follow the pedagogical principles described there, at appropriate levels. The "topics" modules of the first year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion, and a four-hour assessment session that involves student presentations offered to the seminar. Students will be invited to participate in the process of close critical engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions (beginning with authority) will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[xciv]

Assessment will be based on oral presentations during the assessment hours and seminar participation. The professor may also require written statements during the assessment session.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[xcv]

Required Reading:

- Kojève, Alexander (2014), The Notion of Authority, London: Verso.
- Kojève, Alexander (2000), On Tyranny, Chicago: Chicago U. Press.
- Marcuse, Herbert (2008), A Study on Authority, London: Verso.
- Arendt, Hannah (2004), The Origins of Totalitarianism, New York: Schocken.
- Derrida, Jacques; Mallet, Marie-Louise (2008): The animal that therefore I am. New York: Fordham University Press.
- Ronell, Avital (2012), Loser Sons: Politics and Authority, Urbana: U. of Illinois Press.

Recommended Reading:

- Doppelt, Suzanne; Swensen, Cole; Ronell, Avital (2011): The field is lethal. Denver: Counterpath Press.
- Ronell, Avital (1994): Finitude's score. Essays for the end of the millennium. Lincoln: University of Nebraska Press (Texts and contexts, 8).
- Ronell, Avital (2002): Stupidity. Urbana: University of Illinois Press.
- Ronell, Avital (2004): Crack wars. Literature, addiction, mania. Urbana: University of Illinois Press (Texts and contexts, 11).

- Ronell, Avital; Davis, D. Diane (2008): The ÜberReader. Selected works of Avital Ronell. Urbana: University of Illinois Press.
- Ronell, Avital; Dufourmantelle, Anne; Porter, Catherine (2010): Fighting theory. Urbana: University of Illinois Press.

9. Additional[xcvi] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[xcix]

25. Title of the module/unit
Workshop: Introduction to Cross-Disciplinary Study in the Media and Communications Division of the EGS
26. Course Description[c] (*optional*)
The purpose of this workshop, which students will take upon their arrival at an EGS session, will be to introduce students to the intellectual and methodological context in which they will be working in their course of study. The distinctive ambitions and practices of the EGS will be explained and student expectations will be addressed. There will also be an introduction to the forms of inquiry undertaken, preparing students for the unique cross-disciplinary discussions that they will encounter in their seminars and evening lectures. The ethos of the EGS will be communicated, and students will be oriented in their course of study.
27. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--the students will become familiar with the practices of the EGS (n the PACT Division) and be prepared to participate in seminars and evening lectures --the students will have a full awareness of what is expected of them in their course of study and a full grasp of the formal structure of their degree --the students will be aware of the resources of the EGS and the opportunities that lie ahead --the students will learn what is expected of them in terms of their comportment in Saas Fee or Malta
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[ci]:
--the students will gain a full understanding of the workings of the PACT Division at the EGS, the status of their degree, and the steps required for its completion --the students will have a full view of the context in which they are working (including The identities of the faculty and EGS fellows in presence) --they will have an initial grasp of the form of cross-disciplinary inquiry pursued at the EGS and the meaning of "research-led" teaching, as it is practiced at the EGS
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--fluency in EGS practices and what is expected of them in their comportment and Study --they will be oriented in their study context and in relation to the program of events
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--undertake what is expected of them (in seminar and lecture participation) in their new context and find their way to all events and important sites

3.3.2 Judgment Skills and Critical Abilities[cii] *The learner will be able to:*
--undertake their work in a confident manner and a clear sense of what is expected of Them --comprehend and follow subsequent instructions from faculty and EGS administrators
3.3.3 Additional Module-Specific Communication Skills[ciii] *, if required.* *The learner will be able to:*
NA
3.3.4 Additional Module-Specific Learner Skills[civ] *, if required.* *The learner will be able to:*
NA
28. Hours of total learning for this Module/Unit

Contact hours: 16	Supervised practice hours[cv]:
Self-Study hours: 40	Assessment hours:

5. Total Number of ECTS of the module/unit
ECTS 2
6. Please explain how this module/unit will be taught in line with Section A[cvi]
The module will entail two four-hour sessions with EGS faculty, under the supervision of the designated instructor.
7. Please explain how this module/unit will be assessed in line with Section A[cvii]
Assessment in this module is on a pass/fail basis
8. Reading list[cviii]
N/A
9. Additional[cix] **minimum formal qualifications and experience required to teach this module/unit**
PhD

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[cxii]

29. Title of the module/unit
EGS Colloquium
30. Course Description[cxiii] (*optional*)
Students will participate in at least one EGS colloquium in the course of their MA study, normally in their second year. These colloquia will be held in EGS hubs, currently Berlin, New York and Singapore (others will be added as the program grows). Colloquia will normally take a conference form (as in the meeting of a professional organization or academic meeting), but may also take the form of a seminar where the participants take a significant role in seminar proceedings by presenting their work (unlike normal seminars in this course of study in Malta or Saas Fee, where professors assume a primary lecturing role). The colloquium is designed, then, as a small conference where students present their work to one another and to faculty participants (EGS fellows and professors associated with the MA program in "Philosophy, Art, and Social Thought"). Normally, these will include substantive talks or "papers" of at least 30 minutes, followed by discussion. Faculty residing in the hubs will convene the events, but guest faculty will also be included and will present research. This colloquium will form part of initial training in public research presentation and will enhance both thesis preparation and professional competency. It will also help to develop the student community and foster a broader range of social interaction in the student body. In some exceptional cases, students may be prevented from attending the scheduled colloquia (for reasons of professional obligation, for example). In these cases, students will be expected to propose a paper to a suitable conference venue and present a written copy of their work to their thesis advisor or a suitable fellow for feedback.
31. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--present a well-crafted argument in a public forum and entertain questions from colloquium participants, be they specialists from the specific field of research, or non-specialists --show the appropriate bearing in public academic presentation and be respectful of the audience; as participant auditors, they will also show the proper decorum and respect for the presenter and other participants --show a capacity to progress further with the research presented in answering questions about the future direction of their research --show an awareness of social and ethical responsibilities in their choice of topics and manner of presentation
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[cxiv]:
--In the course of the colloquium, the student will gain enhanced capacity for assimilating cross-disciplinary research by learning to follow a significant range of research projects from various fields. While they are not expected to show mastery of every field touched upon in the colloquium, they are expected to bring their cross-disciplinary theoretical skills to the process of analytic comprehension and the judgment of quality by work of their

peers and some professional experts. They will gain knowledge about fields of research with which they are not familiar, and thus obtain a broader understanding of horizon of research within which their own work is situated.

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:

The students will demonstrate their capacity to communicate to an audience of specialists and non-specialists, clearly justifying their application of theoretical notions in a cross-disciplinary framework and demonstrating the originality of their approach (in applying or developing theoretical notions, or in producing new knowledge from this process). They will thus be capable of explaining where their work is situated in their broader field of research and showing a critical awareness of the state of the field.
Students will gain rhetorical skills from observing the manner of presentation of others, and they will sharpen their own rhetorical style.

3.3.1 Applying knowledge and understanding
The learner will be able to:

--assess oral presentations in public venues, be they academic or relating to some other professional context
--compose oral presentations for academic or non-academic meetings
--grasp fundamental theoretical assumptions at work in cross-disciplinary research presented in public settings

3.3.2 Judgment Skills and Critical Abilities[cxv]
The learner will be able to:

The exercise of judgment in listening to presentations (judging both their content and their rhetorical composition) will help students advance in the challenging arena of public exchange. There is a veritable art in learning to interact with presenters (forming pertinent questions in almost immediate response, and articulating these questions in a way that the audience as a whole can appreciate). The presenter must also develop this ability to entertain a challenging question and find a suitable response, always maintaining an awareness of suitable decorum and working to create a hospitable context of inquiry. The EGS colloquium will represent an invaluable opportunity in this respect.

3.3.3 Additional Module-Specific Communication Skills[cxvi] *, if required.*
The learner will be able to:

Present research in an oral form in a manner that is engaging, clear, and compelling.

3.3.4 Additional Module-Specific Learner Skills[cxvii] *, if required.*
The learner will be able to:

N/A

32. Hours of total learning for this Module/Unit

Contact hours: 25	Supervised practice hours[cxviii]:
Self-Study hours: 75	Assessment hours:

5. Total Number of ECTS of the module/unit

ECTS: 4

6. Please explain how this module/unit will be taught in line with Section A[cxix]

7. Please explain how this module/unit will be assessed in line with Section A[cxx]
Responses will be collected from participants relating to the individual presentations and communicated to the student by the faculty member presiding at the colloquium or by a fellow in attendance. This unity will be graded on a pass/fail basis.
8. Reading list[cxxi]
None required for this module
9. Additional[cxxii] minimum formal qualifications and experience required to teach this module/unit
PhD

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[cxxv]

33. Title of the module/unit
Second year –Advanced Topics in Philosophy, Art, and Thought, Module 1: Haunted Thought - Prof. Dr. L. Rickels
34. Course Description[cxxvi] (*optional*)
In Group Psychology and the Analysis of the Ego, Freud argued that the first poetry was the heroic epic and the first hero in fact the poet, who had succeeded in giving daydream fantasy a form and forum, making the offering public. According to Hanns Sachs, the focus on wish fulfilment – erotic, appetitive, but also aggressive and death-wishing – renders the simple daydream not only inartistic but also asocial, even antisocial; he argues that the rapid-fire consumerism (or fixity) of fantasy-wishes must be reclaimed in childhood development as responsibility for one's good and evil wishes, just as it must be reclaimed in public discourse such as poetry or film. In this seminar, we will go into the staging area of the Fantasy genre, the fulfillment of daydream fantasy, examining whether it is possible to reclaim the bookstore genre's underlying problematic from the diversion of its metaphysical Happy Ends in redemption. This seminar fulfills the Advanced Topics rubric by the manner in which it takes a sophisticated approach to a specific topic from the field of psychoanalytic theory, developing its implications for our understanding of psychic productions and their determination by cultural forces. The seminar thus moves from group psychology and psychoanalytic theory into consideration of the place of fantasy in individual and cultural productions. As an "Advanced topics" seminar, it presupposes from the students a methodological sophistication developed in the first year of the course of study and seeks to further develop their methodological awareness.
35. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--develop and extend the knowledge and competencies acquired in the module in a rigorous but respectful manner that honors the traditions of thought from which the module's source material derives. This competency presupposes the capacity to situate one's independent work in a discursive field ad assess one's continuous development in independent study. --undertake close textual analysis in the fields of psychoanalysis and cultural theory at a level appropriate to the second year of study in an EGS masters course and form critical judgments based on textual evidence. Students will gain expertise in handling complex arguments and challenging rhetorical structures and will learn to assess their implications --grasp the fundamental concepts implied in the psychoanalytic notion of fantasy in a comprehensive fashion, including wish-fulfillment, desire, the daydream and the fantasy image. They will also learn to work with these concepts in relation to cultural theory and individual psychic formations. --learn to apply the themes developed in the seminar in relation to specific socio-political contexts

--appreciate the political and ethical implications of the theories considered in the seminar
--pursue independent research and writing related to this seminar's topic in a manner that fits academic protocols of research.

3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[cxxvii]:

--In this seminar, students will be exposed to the work of Sigmund Freud, Martin Heidegger, Theodor Adorno, Walter Benjamin, Melanie Klein and D. W. Winnicott. Through these works, students will consider the role of forms of fantasy at work in science fiction, technology, and day dreaming. The seminar will investigate the making of wishes, the prospect of wishing well, and the destiny of the death wish.
--the cross-disciplinary enquiry described in the immediately preceding point will inform the students' capacity for independent research in a cross-disciplinary setting and prepare them for the pursuit of original contributions on their own

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:

--working with cross-disciplinary thinking and applying it to theoretical issues in various fields and pragmatic situations at a level commensurate with study in the second year of this course program; they will therefore capable of applying this thinking in original research
--appreciating how the questions treated in the seminar might bear upon their individual experience and its articulation in creative or even academic works
--working with the distinctive methodological assumptions of psychoanalysis (including the notion of transference and psychoanalytic listening); these methodological innovations will throw light upon the structures of their academic work and everyday practical involvements (including professional ones outside academia)
--performing in a properly hospitable form of seminar interaction wherein the thoughts of others are considered and respected
--critically assessing arguments and theoretical positions
--respecting academic protocols while pursuing independent and original thought and work

3.3.1 Applying knowledge and understanding
The learner will be able to:

--demonstrate a significant capacity to apply theoretical models to case studies or specific objects or issues
--demonstrate a capacity to apply knowledge acquired in the seminar to professional experience where applicable
--carry cross-disciplinary concepts acquired in this module to other topics of study in the fields of philosophy, art, and social thought. The study of fundamental concepts relating to the notion of fantasy in this module should be richly informative for the analysis of social and cultural phenomena, contributing to the student's capacity to undertake cultural criticism
--communicate the concepts acquired in the module to specialists and non-specialists in a clear and compelling manner
--apply what they have learned about collaborative academic protocol in other study and work contexts
--apply what they have learned about academic style and argumentation to further study and research

3.3.2 Judgment Skills and Critical Abilities[cxxviii]
The learner will be able to:

--research and evaluate relevant primary and secondary material in a careful and thorough manner

--make a judicious use of sources for argumentation and presentation
--learn to locate their own philosophical inclinations and special interests within a broader field of academic research. In this module, the student will gain special insight into the workings of desire and psychic formations in such a way as to be able to apply this understanding outside what would be taken as a properly psychoanalytic framework—in other words, the psychoanalytic modes of judging they are exposed to will shape their relation to a wide range of cultural productions and discursive forms
--the student will learn to interpret psychic phenomena, particularly fantasy formations, and gain expertise in recognizing their presence in various forms of discourse
--the student will develop new capacities for self-reflection, enabling them to be cognizant of ethical responsibilities in professional contexts and to be self-aware in their own research activities and academic interactions.

3.3.3 Additional Module-Specific Communication Skills[cxxix] , if required.
The learner will be able to:

The communication skills noted in Schedule A for the course as a whole apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.

3.3.4 Additional Module-Specific Learner Skills[cxxx] , if required.
The learner will be able to:

N/A

36. Hours of total learning for this Module/Unit

Contact hours: 28	Supervised practice hours[cxxxi]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS 4.5

6. Please explain how this module/unit will be taught in line with Section A[cxxxii]

A lengthy explanation of the EGS seminar structure in the PACT Division is offered in Section A17. All modules in this Division follow the pedagogical principles described there, at appropriate levels. The "advanced topics" modules of the second year entail six four-hour sessions that involve a mixture of professorial lecturing and discussion. Students will be invited to participate in the process of close critical engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions (beginning with fantasy in this module) will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[cxxxiii]

Assessment will be based on oral presentations delivered during the assessment hours of the module. The professor may require the composition of written statements during this assessment period. Participation in seminar sessions will also form part of the professor's assessment.

Assignments vary according to the professors' syllabi. Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[cxxxiv]

Students should consult in the Standard Edition of the Complete Psychological Works of Sigmund Freud, ed., Sigmund Freud and James Strachey (Vintatage, 2001) Group Psychology and the Analysis of the Ego, "Family Romances," The Interpretation of Dreams, "The Occurrence in Dreams of Material from Fairy Tales," "Creative Writers and Daydreaming." These readings are required. It is also recommended that students should read as widely as they can in Freud's works.

Also Required:
--Rank, Otto, The Myth of the Birth of the Hero, Read Books, 2010.
--Sachs, Hans, The Creative Unconscious, "The Community of Daydreams," Sci-Art, 1942.
--Tolkien, J. R. R, Verlyn Flieger and Douglas A. Anderson. Tolkien on fairy-stories. HarperCollins. 2008. Hardcover, 320 pages, Language English, ISBN: 0007244665.
--Winnicott, D. W. "Dreaming, Fantasying, and Living: A Case-history describing a Primary Dissociation." in: Winnicott, D. W. Playing and Reality. Routledge. 2005. Paperback, 214 pages, Language English, ISBN: 0415345464.

Selected readings from essays by Walter Benjamin will be made available in the seminar and discussed.

9. Additional[cxxxv] **minimum formal qualifications and experience required to teach this module/unit**

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[cxxxviii]

37. Title of the module/unit
Second year – Advanced Topics in Philosophy, Art, and Social Theory, Module 2 **Advanced Experimental Film - Prof. Dr. P. Alferi**
38. Course Description[cxxxix] (*optional*)
This course is designed to give students a theoretical backdrop by which they can engage advanced experimental film. We live in a world inundated with visuals, with visual text, text as visuals, a hyper-paced social climate where we have to interpret something in the blink of an eye or not at all. Are company logos our new symbol structure, ravaging the collective unconscious? How have film and television, themselves filmed illustrations of text, altered the approach to artistic integrity and personal reflection? Charles Baudelaire talks about the artist as contemporary historian--who are the contemporary historians of our times? Novelists? Fashion magazines? Oprah? FOX News? Students shall engage in a mixture of theory and praxis to better understand the relationship between media and theory. The module engages the semiotics of visual language and examines the historical background inherent to the modern day media landscape The core structure of the course is designed to advance visual reading skills necessary for academic writing. This seminar fits the rubric "Advanced Topics in Philosophy, Art, and Social Theory" by pursuing a sophisticated approach to visual culture and the contemporary landscape in new media. It also gives students an advanced practical introduction to experimental work in the new media. It thus offers a powerful cross-disciplinary platform for reflection on art and its place in the contemporary world. It presupposes the methodological sophistication developed in year one of this course of study.
39. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--pursue independent study in relation to the theoretical and practical avenues of enquiry laid out in the module; --undertake cultural criticism and critical work in the visual arts that reflects the sophisticated methodological approaches developed in the seminar --be able to situate their own critical work undertaken in the visual arts in relation to the broader field and thereby assess their personal development in independent work --show fluency with respect to developments in experimental film --show visual reading skills in the analysis of cultural productions and apply these skills in academic writing --grasp the fundamental concepts required to comprehend developments in modern experimental film and television --apply the themes developed in the seminar in relation to specific socio-political contexts --appreciate the political and ethical implications of the work considered in this seminar --pursue independent research and writing related to this seminar's topic in a manner that fits academic protocols of research.

3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[cxl]:
--the foundations of a poetic understanding of the moving image and the semiotics of visual Language --key works by Charles Baudelaire and poetry by Pierre Alféri --a broad range of experimental filmic work of the 20th century and the philosophical and poetic influences for this work --an account of the move from narrative cinema to various forms of abstract cinema (through the work of Brakhage, Korsanoff, and Lye) --an in-depth account of the meaning of experimental film in relation to the current media Landscape --possibilities for incorporating the implications of this experimental filmic work in the students' own work, be it artistic, poetic, or philosophical
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross-disciplinary thinking related to cultural productions in the visual arts and poetry and applying this thinking to theoretical and practical issues in other fields and pragmatic situations --appreciating how the questions treated in this seminar might bear upon the student's own creative practices or critical academic work --working with the distinctive methodological practices prevalent in the field of visual culture, including semiotics --participating in a seminar context where both theoretical and artistic work are drawn upon in discussion, and showing the appropriate respect for the opinions and thoughts of others --critically assessing arguments and theoretical positions, particularly as regards their suitability for experimental filmic practice --respecting academic protocol while pursuing independent research
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--demonstrate a significant capacity to apply theoretical models pertinent to the field of study defined in this seminar to particular cultural productions and thus pursue cultural criticism or reflection bearing on culture --recognize the innovations at work in experimental film in other contexts --apply the singular "poetic" approach developed in this seminar to other contexts --demonstrate a capacity to apply knowledge acquired in the seminar to professional experience where applicable --communicate the concepts and methodological innovations developed in the module to specialists and non-specialists in a clear and compelling manner --apply what they have learned about collaborative academic protocol (in the seminar) in other study and work contexts --apply what has been learned about academic style and argumentation to further study and research
3.3.2 Judgment Skills and Critical Abilities[cxli] *The learner will be able to:*
--research and evaluate relevant primary and secondary material (including filmic and artistic productions) in a careful and thorough manner --make a judicious use of sources for argumentation and presentation, even creative ones --learn to locate their own philosophical and aesthetic inclinations and special interests within the broader field of academic research sketched in this seminar --learn to analyse experimental film and related innovative works in the arts and new media

--develop capacities for self-reflection with respect to the methodological challenges presented by this cross-disciplinary approach to a particular sector of artistic practice

3.3.3 Additional Module-Specific Communication Skills[cxlii] , if required.
The learner will be able to:

The communication skills noted in Schedule A for the course as a whole apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.

3.3.4 Additional Module-Specific Learner Skills[cxliii] , if required.
The learner will be able to:

N/A

40. Hours of total learning for this Module/Unit

Contact hours: 28	Supervised practice hours[cxliv]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS 4.5

6. Please explain how this module/unit will be taught in line with Section A[cxlv]

The EGS seminar structure in the PACT Division is explained in Section A17. All modules in this Division follow the pedagogical principles described there, at appropriate levels. The "advanced topics" modules of the second year entails six three-hour sessions that involve a mixture of professional lecturing and discussion, and a four-hour assessment session in which students make presentations to the seminar. Students will be invited to participate in the process of close critical engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions will be offered by the professor in lecture form, with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions pertinent to the course. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[cxlvi]

Assessment will be based on oral participation and interviews with students.

During class, professors evaluate each student with a grade according to their participation and preparedness. Assignments vary according to the professors' syllabi. Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[cxlvii]

Required Readings:

- Schapiro, Meyer. Words, Script, and Pictures: Semiotics of Visual Language. George Braziller, 1996. ISBN: 0807614165.
- Baudelaire, Charles. The Painters of Modern Life. Phaidon Press, 1995. ISBN: 0714833657.

- Alféri, Pierre. Oxo. Burning Deck. 2004. 60 pages. Paperback, Language English, ISBN: 1886224668.
- Alféri, Pierre and Cole Swensen (Translator). Natural Gaits. Sun and Moon Press. September 1, 2000. Paperback, 56 pages, Language English, ISBN: 1557132313.

Other reading excerpts will be presented in the seminar.

9. Additional[cxlviii] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[cli]

41. Title of the module/unit
Second year – Advanced Topics in Philosophy, Art, and Social Theory, Module 3 **History after the end of Historicism - Prof. Dr. B. Groys**
42. Course Description[clii] (*optional*)
After the end of the Cold War, Francis Fukuyama's book "The End of History" offered a vision of a world beyond any possible historical alternative and change - the post-historical unified and homogeneous world. This vision made a deep and lasting impression on its readers. Also the contemporary discussions about the possibility of finding and realizing an alternative to the dominant global economic- political order manifest the same uncertainty about the current validity of the great historical narratives and ideology of progress. On the other hand it is quite obvious that history did not stop - even if certain models of historicist thinking became questionable, and that it is still possible to reflect on history after the end of historicism. In the seminar we will reconstruct and discuss the genealogy of the notion of the end of history to be able to better understand its contemporary political functioning. This seminar is suited to the "Advanced Topics" rubric because of the way its sophisticated focus on a particular topic in philosophy of history leads into a range of fundamental questions related to the field of social thought. The seminar presupposes the methodological sophistication developed in year one of this course of study.
43. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--pursue independent research in relation to the methods of enquiry studied in the module and show a capacity to manage one's time in a self-study environment --appreciate the political and ethical implications of the philosophical approaches considered in this module --engage productively in a seminar pursuing speculative philosophical work in the philosophy of history, showing all due respect for the contributions of others --learn to appreciate the concepts of history deployed in this seminar --undertake careful textual analysis in relevant works and be capable of assessing the arguments presented, as well as their rhetorical forms
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[cliii]:
--comprehensive insight into the current debates about the possibility or impossibility of the radical change in the context of the post-historical (or, rather, post-historicist) economic and socio-political order

--a history of key contributions to the contemporary debate on history, including authors such as Hegel, Nietzsche, Benjamin, Derrida, Kojève, and Brecht
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--working with cross-disciplinary thinking that involves philosophy of history, political philosophy, and cultural theory --learning to argue in a way that acknowledges the tradition of philosophical thinking informing the debate pursued in this seminar and comparable philosophical questions. --performing effectively in a high-level seminar interaction where students must attend carefully to the construction of the framework of debate and intervene thoughtfully in it while attending to the thoughts of others. --critically assessing arguments and theoretical positions --respecting academic protocols while pursuing research in this area of enquiry or others that call upon this kind of philosophical rigour and cultural awareness --present ideas in a confident, collegial and open manner
3.3.1 Applying knowledge and understanding *The learner will be able to:*
--communicate the significance of the questions undertaken in the seminar to others and in the context of academic presentations --apply what they have learned about academic style and argumentation to further study and research --bring the question of historical change to other fields of enquiry (for example, aesthetics) --apply the findings of this seminar to various socio-political contexts --pursue further fundamental enquiry into the question of historical change
3.3.2 Judgment Skills and Critical Abilities[cliv] *The learner will be able to:*
--research and evaluate relevant primary and secondary material in a careful and thorough manner --make a judicious use of sources for argumentation and presentation --locate their own philosophical interests in relation to the field of philosophy of history and develop capacities for self-reflection bearing on the meaning of their own research or practical work, thus developing the capacity to assess personal development --critically assess arguments and positions, as well as their rhetorical presentation
3.3.3 Additional Module-Specific Communication Skills[clv] *, if required.* *The learner will be able to:*
The communication skills noted in Schedule A for the course as a whole apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.
3.3.4 Additional Module-Specific Learner Skills[clvi] *, if required.* *The learner will be able to:*
N/A
44. Hours of total learning for this Module/Unit

Contact hours: 28	Supervised practice hours[clvii]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS 4.5

6. Please explain how this module/unit will be taught in line with Section A[clviii]

A lengthy explanation of the EGS seminar structure in the PACT Division is offered in Section A17. All modules in this Division follow the pedagogical principles described there at appropriate levels. The "advanced topics" modules of the second year entail six three-hour sessions that involve a mixture of professorial lecturing and discussion. An additional session of four hours in which students make presentations to the seminar is devoted to assessment. Students will be invited to participate in the process of close critical engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions in philosophy of history will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[clix]

Assessment will be based on oral presentations (from the assessment session) and participation in the seminar. The professor may also require written statements during the assessment session.

EGS professors evaluate each student with grades based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[clx]

Required Readings:

- Hegel, Georg Wilhelm Friedrich and Arnold V. Miller (Translator). Phenomenology of Spirit. Oxford University Press. 1976. Paperback, 595 pages, Language English, ISBN: 0198245971.
- Kojève, Alexandre, Allan Bloom (Editor), Raymond Queneau (Editor) and James H. Nichols Jr. (Translator). Introduction to the Reading of Hegel. Lectures on the Phenomenology of Spirit. Cornell University Press. 1980 (1969). Paperback, 287 pages, Language English, ISBN: 0801492033.
- Nietzsche, Friedrich Wilhelm. The Use and Abuse of History for Life. CreateSpace Independent Publishing Platform. 2013. Paperback, 54 pages, Language English, ISBN: 1453753389
- Benjamin, Walter. On The Concept of History. Classic Book America. 2009. Paperback, 24 pages, Language English, ISBN: 1448670411.
- Derrida, Jacques, Bernd Magnus (Introduction), Stephen Cullenberg (Introduction) and Peggy Kamuf (Translator). Specters of Marx. The State of Debt, the Work of Mourning and the New International. Routledge. 1994. Paperback, 256 pages, Language English, ISBN: 0415910455.
- Benjamin, Walter and Anna Bostock (Translator). Understanding Brecht. Verso. 1977 (1973). Paperback, 125 pages, Language English, ISBN: 0902308998.
- Brecht, Bertolt and John Willet (Editor, Translation). Brecht on Theatre: The Development of an Aesthetic. Methuen. 1974 (1964). Paperback, 294 pages, Language English, ISBN: 041338800X.

Additional Recommended Readings:

- Fukuyama, Francis. The end of history and the last man. Avon Books. 1993 (1992). Paperback, 464 pages, Language English, ISBN: 0380720027.
- Lyotard, Jean-François, Fredric Jameson (Foreword), Geoffrey Bennington (Translator) and Brian Massumi (Translator). The Postmodern Condition. A Report on Knowledge. University of Minnesota Press. 1984. Paperback, 144 pages, Language English, ISBN: 0816611734.
- Heidegger, Martin and Krell David Farrell (Editor). Basic Writings. HarperCollins. 1993. Paperback, 464 pages, Language English, ISBN: 0060637633.
- Agamben, Giorgio. The Open. Man and Animal. Stanford University Press. 2004. Paperback, 120 pages, Language English, ISBN: 0804747385.

9. Additional[clxi] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[clxiv]

45. Title of the module/unit
Second year –Advanced Topics in Philosophy, Art, and Social Theory, Module 4 **The Politics of Derrida - Prof. Dr. G. Bennington**
46. Course Description[clxv] (*optional*)
Taking its lead from some of Derrida's late work, this module will follow the threads of sovereignty and democracy through some of the great texts of political philosophy in the Western tradition. We shall attempt to understand why both of these concepts, albeit in rather different ways, pose such problems for that tradition, and give rise to all manner of complications and paradoxes, which are however definitive of the conceptual space of the political as such. We shall consider why all political philosophies are enamored of sovereignty, while almost none has anything good to say about democracy. We shall also compare our deconstructive approach to these political questions with some other contemporary accounts, and consider the possibility of a non-trivial affinity between the political and the literary in their constant tendency to exceed philosophy's grasp. This seminar provides an account of deconstruction as political thinking via a deconstruction of some of the major motifs of the Western tradition of political philosophy. Deconstruction is favorably compared to some other contemporary approaches to these questions. This seminar fits the module form of "Advanced Topics" in that it presupposes methodological sophistication gained in the first year of study and takes a specific focus (in a text, theme or author) to raise fundamental questions of a cross-disciplinary character.
47. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--pursue close textual analysis in the fields of philosophy and political philosophy at a level appropriate to the second year of study in an EGS masters degree, and form critical judgments based on textual evidence. Students will enhance their expertise in handling complex arguments and challenging rhetorical formulations and judging their implications --grasp the fundamental aspects of deconstructive philosophy and learn to grasp their cross-disciplinary implications --refine their understanding of the notions of democracy and sovereignty and related concepts in political philosophy; they will have a comprehensive firm grasp of the ways in which deconstruction opens these notions to fundamental questions --appreciate the political and ethical implications of the political thought considered in the seminar and develop competency in intervening respectfully and effectively in public contexts, including academic ones --appreciate the pertinence of literary thought (as explored in deconstruction) to political philosophy and social thought

--pursue independent research and writing related to this seminar's topic in a manner that fits academic protocols of research

3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[clxvi]:

--the principles of deconstructive argumentation in its relation to the metaphysical tradition,
and more especially to key concepts in the tradition of political philosophy.
--a substantive review of major works by the philosopher Jacques Derrida and an extensive exposition of his philosophical contributions
--key contributions from the Western tradition in the field of political philosophy (by authors
such as Plato, Rousseau, Hobbes, and Schmitt)

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:

--working with cross-disciplinary thinking at a level commensurate with study in the second year of an EGS masters, and applying this thinking to theoretical issues in various fields and pragmatic situations
--appreciating their own social and ethical responsibilities in their writing, teaching, and public communication
--performing in a responsible and thoughtful manner in public academic interaction
--critically assessing arguments and philosophical position, in verbal exchange and textual analysis
--respecting academic protocols and styles in academic presentation

3.3.1 Applying knowledge and understanding
The learner will be able to:

--carry cross-disciplinary concepts acquired in this module to other topics of study in the fields of philosophy, art, and social thought. The study of deconstructive approaches to topics in political philosophy should be richly informative for the analysis of social and cultural phenomena, enabling the student to undertake more sophisticated cultural criticism
--communicate the concepts acquired in the module to others in a clear and compelling manner
--apply what they have learned about collaborative academic protocol in other study and work contexts
--apply what they have learned about academic style and argumentation to futher study and research
--demonstrate a capacity to apply knowledge acquired in the module to professional experience where applicable

3.3.2 Judgment Skills and Critical Abilities[clxvii]
The learner will be able to:

--research and evaluate relevant primary and secondary material in a careful, imaginative, and thorough manner, and at a level consistent with the sophistication expected of students in the second year of masters study at the EGS
--make a judicious use of sources for argumentation and presentation
--work effectively on their own in pursuing independent research and assess their personal development in independent study
--learn to locate their own philosophical inclinations and special interests within the broader field described as "deconstruction" and learn to recognize the implications of

deconstructive thinking for their own research practices and other professional activities, including teaching
--grasp what deconstruction teaches regarding the nature of judgment itself and accommodate this thinking to their own work

3.3.3 Additional Module-Specific Communication Skills[clxviii] , if required.
The learner will be able to:

The communicative skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.

3.3.4 Additional Module-Specific Learner Skills[clxix] , if required.
The learner will be able to:

N/A

48. Hours of total learning for this Module/Unit

Contact hours: 28	Supervised practice hours[clxx]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS: 4.5

6. Please explain how this module/unit will be taught in line with Section A[clxxi]

An explanation of the EGS seminar structure in the PACT Division is offered in Section A17. All modules offered in this Division follow the pedagogical principles described there, at appropriate levels. The "advanced topics" modules of the second year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion and a four-hour session devoted to assessment in which students make presentations to the seminar. Students will be invited to participate in the process of close critical engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions from political philosophy and from deconstruction will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to these lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[clxxii]

Assessment will be based on oral presentations (from the assessment session) and participation in seminars. The professor may also require written statements during the assessment session.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[clxxiii]

- Derrida, Jacques and Mary Quaintance (Translator). "Force of Law: The Mystical Foundation of Authority." in: Drucilla Cornell, Michel Rosenfeld, David Gray Carlson (Editors). Deconstruction and the Possibility of Justice. Routledge. October 8, 1992. Paperback, 420 pages, Language English, ISBN: 0415903041.

- Derrida, Jacques and George Collins (Translator). Politics of Friendship. Verso Books. July 1997. Hardcover, 308 pages, Language English, ISBN: 185984913X.
- Derrida, Jacques, Pascale-Anne Brault and Michael Naas (Translators). Rogues: two essays on reason. Stanford University Press. 2005. Paperback, 200 pages, Language English, ISBN: 0804749515.
- Aristotle. The Politics (especially books 1, 3, 5 and 6
- Hobbes, Thomas. Leviathan (especially part 1, chapter 4 and part 2, chapters 17-31).
- Kant, Immanuel. The Metaphysics of Morals (especially the Doctrine of Right).
- Plato. Republic (especially books 1,2, 4, 8 and 9).
- Rousseau, Jean Jacques. The Social Contract.
- Schmitt, Carl. "Chapter 1, Definition of sovereignty." in: Political Theology. University Of Chicago Press. January 15, 2006. Paperback, 116 pages, Language English, ISBN: 0226738892.

9. Additional[clxxiv] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[clxxvii]

49. Title of the module/unit
Second year – Advanced Topics in Philosophy, Art, and Social Thought, Module 5 Psychoanalysis, Media, Deconstruction - Prof. Dr. E. Marder
50. Course Description[clxxviii] (*optional*)
According to Freud, in a formulation that has often been underplayed or misunderstood, dreams are not simply mental images, but rather psychic productions—or scenes. Every dream scene is motivated by an enactment of the very images, ideas or concepts that remain undisclosed within it. The dream work labors to dramatize the very things that it cannot say or tell. Dreams are not images, but theatrical spectacles, events. In this course, we shall look at a number of important works by Hesiod, Freud, Baudelaire, Benjamin and Barthes that stage various sorts of primal scenes in which femininity, sexuality, and media technology converge to establish and challenge the category of the human. Beginning with an examination of Hesiod's rendition of the Pandora myth as the determining event in the invention of the human alongside of Freud's foundational work with two of his exemplary female patients (Dora and "Irma" from The Interpretation of Dreams), we shall explore how female sexuality founds the very concept of the human and is excluded from it. Throughout the course, we will focus on the Freudian conception of the 'primal scene' as a way of examining how psychoanalytic theory challenges traditional conceptions of temporality, repetition, sexuality and desire, writing, mourning, the concept of life, and the status of the historical event. This module fits the “Advanced Topics “ rubric for the masters degree in Philosophy, Art, and Social Thought by reason of the way it proceeds from a specific focus to engage in cross-disciplinary fundamental questions with profound implications for a range of fields of enquiry in the fields covered in this degree course. It presupposes methodological sophistication gained in the first year of study.
51. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--pursue close textual analysis in the field of psychoanalytic theory at a level appropriate to the second year of study in an EGS masters degree, and form critical judgments based on textual evidence. Students will enhance their existing expertise in handling complex arguments and challenging rhetorical formulations, and in judging their implications. This work will prepare them for further self-study and research leading to original research. --grasp the fundamental aspects of psychoanalytic theory relating to the concept of the “primal scene” and learn to grasp their cross-disciplinary implications with respect to concepts such as desire, mourning, writing, and temporality --appreciate the ethical and socio-political implications of the thought presented in this course regarding issues of gender and sexuality

--pursue independent research and writing related to this seminar's topic in a manner that fits academic protocols of research
--communicate with specialist and non-specialists audiences regarding results from the research and self-study entailed in this course

3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[clxxix]:

--a nuanced interpretation of important works by Freud, Baudelaire, and Benjamin. Furthermore, the course will create connections between visual technology (photography in particular), temporality and figuration. Students will gain comprehensive knowledge of fundamental concepts in psychoanalysis and their pertinence for other domains of study, including the visual arts, philosophy, and literary thought.

-- close readings of works by Freud, Baudelaire, Benjamin and Derrida. Students will learn to be more attentive and more critical to their own presuppositions about the operations involved in reading and interpretation. By attending to deconstructive and psychoanalytic theories of language and figuration, students will gain a better sense of how and why close readings challenge interpretative norms in philosophy, psychoanalysis, visual analysis, and literary criticism.

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:

--working with cross-disciplinary thinking at a level commensurate with study in the second year of an EGS masters, and applying this thinking in original research
--appreciating their own social and ethical responsibilities in their writing, teaching, and public communication
--performing in a responsible and thoughtful manner in public academic interaction
--critically assessing arguments and philosophical positions, in verbal exchange and textual analysis
--respecting academic protocols and styles in academic presentation
--presenting research results to specialist and non-specialist audience alike

3.3.1 Applying knowledge and understanding
The learner will be able to:

--carry cross-disciplinary concepts acquired in this module to other topics of study in the fields of philosophy, art, and social thought. The study of psychoanalytic approaches to the question of female sexuality and the development of core concepts deployed in Freud's notion of the primal scene (including desire, temporal belatedness, and the formation of the image) should enable students to undertake more sophisticated cultural criticism.
--communicate the concepts acquired in the module to others in a clear, confident, and compelling manner
--apply what they have learned about collaborative academic protocol in other study and work contexts
--apply what they have learned about academic style and argumentation to further study and research
--demonstrate a capacity to apply knowledge acquired in the program to professional experience where applicable

3.3.2 Judgment Skills and Critical Abilities[clxxx]
The learner will be able to:

--research and evaluate relevant primary and secondary material in a careful, imaginative, and thorough manner, and at a level consistent with the sophistication expected of students in their second year of masters study at the EGS
--make a judicious use of sources for argumentation and presentation
--work effectively on their own in pursuing independent and original research
--learn to locate their own philosophical inclinations and special interests in relation to the field of psychoanalytic enquiry and learn to recognize the implications of this form of thinking (as also informed by deconstruction and literary thought) for their own research practices and other professional activities
--grasp what psychoanalytic practice teaches regarding the nature of judgment itself and accommodate this thinking within their own independent research
--be capable of recognizing personal strengths and weakness in the areas of special focus

3.3.3 Additional Module-Specific Communication Skills[clxxxi] *, if required.*
The learner will be able to:

The communicative skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.

3.3.4 Additional Module-Specific Learner Skills[clxxxii] *, if required.*
The learner will be able to:

N/A

52. Hours of total learning for this Module/Unit

Contact hours: 28	Supervised practice hours[clxxxiii]: --
Self-Study hours: 84	Assessment hours: 4 --

5. Total Number of ECTS of the module/unit

ECTS 4.5

6. Please explain how this module/unit will be taught in line with Section A[clxxxiv]

An explanation of the EGS seminar structure in the PACT Division is offered in Section A17. All modules offered in this Division follow the pedagogical principles described there, at appropriate levels. The "advanced topics" modules of the second year entail six three-hour sessions that entail a mixture of professorial lecturing and discussion and one four-hour session devoted to assessment in which students make presentations to the seminar. Students will be invited to participate in the process of close critical engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions from psychoanalytic theory and deconstruction will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours). These lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions. Thoughtful response to the lectures will be encouraged and developed.

7. Please explain how this module/unit will be assessed in line with Section A[clxxxv]

Assessment will be based on oral presentations (from the assessment session) and participation in the seminar. The professor may also require written statements during the assessment session.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[clxxxvi]

Required Readings:

- Hesiod and Glenn W. Most (Translator). "Work and Days" in: Hesiod and Glenn W. Most (Translator). Hesiod: Volume I, Theogony. Works and Days. Testimonia. Harvard University Press. 2006. Hardcover, 308 pages, Language English, Greek, ISBN: 0674996224.
- Freud, Sigmund and Philip Rieff. Dora. An Analysis of a Case of Hysteria. Simon & Schuster. 1997 (1905). Paperback, 144 pages, Language English, ISBN: 0684829460.
- Freud, Sigmund and James Strachey. The Interpretation of Dreams. Basic Books. 2010. Paperback, 674 pages, Language English, ISBN: 0465019773. Buy it at Amazon.com, Amazon.ca, Amazon.de, Amazon.co.uk or Amazon.fr. To Read: "The Dream of Irma's Injection", Chapters 2-4, and beginning of chapter 6 ("The Dream Work") through section B.
- Freud, Sigmund and James Strachey."The Acquisition and Control of Fire." in: Freud, Sigmund and James Strachey. Complete Psychological Works Of Sigmund Freud. Volume 22. New Introductory Lectures on Psycho-analysis and Other Works (1932-1936). Vintage. 2001. Paperback, 288 pages, Language English, ISBN: 978-0099426776.
- Freud, Sigmund and James Strachey (Translator). "A Case of Paranoia Running Counter to the Disease (1915)" in: Freud, Sigmund and James Strachey (Translator). The Standard Edition of the Complete Psychological Works of Sigmund Freud. Volume 14. "On the History of the Post Psychoanalytic Movement", "Papers on Metapsychology" and Other Works. Vintage. 2001. Paperback, 384 pages, Language English, ISBN: 0099426676.
- Freud, Sigmund and James Strachey (Translator) and Anna Freud. "Some Psychical Consequences of the Anatomical Distinction Between the Sexes." in: Freud, Sigmund and James Strachey (Translator) and Anna Freud. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Volume 19. The Ego and the ID and Other Works. Hogarth Press; Institute of Psycho-Analysis. 2001. Paperback, 336 pages, Language English, ISBN: 0099426749.
- Freud, Sigmund, James Strachey (Translator), Anna Freud. "Female Sexuality." Freud, Sigmund, James Strachey (Translator), Anna Freud. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Volume 21. The Future of an Illusion. Civilization and its Discontents and Other Works. Vintage. 2001. Paperback, 304 pages, Language English, ISBN: 0099426765. **Please note: These texts can all be found in the paperback collection: Sexuality and the Psychology of Love.
- Baudelaire, Charles and Jonathan Mayne (Translator). "The Painter of Modern Life." in: Baudelaire, Charles and Jonathan Mayne (Translator). The Painter of Modern Life and Other Essays. Phaidon Press. 1995. Paperback, 310 pages, Language English, ISBN: 0714833657.
- Baudelaire, Charles and Louise Varese (Translator). "Miss Scalpel" ("Mademoiselle Bistouri"), "The Widows" ("Les Veuves"), "Crowds" ("Les Foules"), "The Cord" ("La Corde"), "The Evil Glazier" ("Le Mauvais Vitrier"), The Counterfeit Coin ("La Fausse monnaie"), "The Eyes of the Poor" ("Les Yeux des Pauvres") in: Baudelaire, Charles and Louise Varese (Translator). Paris Spleen. New Directions Pub. Co. 1970. Paperback, 118 pages, Language English, ISBN: 0811200078.
- Benjamin, Walter and Michael William Jennings (Editor). "On Some Motifs in Baudelaire." and "Central Park." in: Benjamin, Walter and Michael William Jennings (Editor). The Writer of Modern Life. Essays on Charles Baudelaire. Harvard University Press. 2006. Paperback, 320 pages, Language English, ISBN: 0674022874.
- Paperback, 1088 pages, Language English, ISBN: 0674008022.

- Barthes, Roland. Camera Lucida. Reflections on Photography. Hill and Wang. 1981. Paperback, 119 pages, Language English, ISBN: 0374521344.
- Derrida, Jacques and Jeff Fort (Translator). Copy, Archive, Signature. A Conversation on Photography. Stanford University Press. 2010. Paperback, 112 pages, Language English, ISBN: 0804760977.

Recommended Readings:

- Benjamin, Walter, Rolf Tiedemann (Editor), Howard Eiland (Translator) and Kevin McLaughlin (Translator). The Arcades Project. Belknap Press of Harvard University Press. 2002.
- Freud, Sigmund and James Strachey. "The Antithetical Sense of Primal Words (1910)" in: Freud, Sigmund and James Strachey. Complete Psychological Works Of Sigmund Freud. Volume 11. "Five Lectures on Psycho-analysis", "Leonardo da Vinci" and Other Works. Vintage. 2001 (1910). Paperback, 266 pages, Language English, ISBN: 0099426641.
- Lacan, Jacques, Jacques-Alain Miller (Editor) and Sylvana Tomaselli (Translator). "The Dream of Irma's Injection", Chapters XII-XIII. in: Lacan, Jacques, Jacques-Alain Miller (Editor) and Sylvana Tomaselli (Translator). The Seminar of Jacques Lacan. The Ego in Freud's Theory and in the Technique of Psychoanalysis, 1954-1955 (Book II). W.W. Norton. 1991 1988. Paperback, 360 pages, Language English, ISBN: 0393307093.
- Derrida, Jacques. "Resistances" in: Derrida, Jacques. Resistances of Psychoanalysis. Stanford University Press. 1998. Paperback, 140 pages, Language English, ISBN: 0804730199
- Freud, Sigmund and James Strachey. "From the History of an Infantile Neurosis (Wolf Man)" in: Freud, Sigmund and James Strachey. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Volume 17. An Infantile Neurosis and Other Works. (1917-1919). Vintage. 2001. Paperback, 320 pages, Language English, ISBN: 0099426722. **also can be found in collection called Three Case Histories.
- Freud, Sigmund, James Strachey (Translator) and Joan Riviere (Translator). "Further Recommendations in the Technique of Psychoanalysis: Recollection, Repetition, and Working Though." in: Freud, Sigmund, James Strachey (Translator) and Joan Riviere (Translator). Collected Papers. Volume 2: Clinical Papers. Papers on Technique. Basic Books. 1959. Hardcover, Language English, ISBN: 0465012485. Buy it at Amazon.com, Amazon.ca, Amazon.de, Amazon.co.uk or Amazon.fr or Freud, Sigmund. Sigmund Freud. Collected Papers. Vol. II: Clinical Papers. Papers on Technique. Hicks Press. 2011 1959. Paperback, 408 pages, Language English, ISBN: 1447425766.
- Freud, Sigmund, James Strachey (Translator) and Anna Freud. "Constructions in Analysis (1938)", "Analysis Terminable and Interminable (1937)" in: Freud, Sigmund, James Strachey (Translator) and Anna Freud. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Volume 23. Early Psycho-analytic Publications. Moses and Monotheism, An Outline of Psycho-analysis and Other Works (1937-1939). Vintage. 2001. Paperback, 326 pages, Language English, ISBN: 0099426781.
- Freud, Sigmund, James Strachey and Anna Freud. "Screen Memories." in: Freud, Sigmund, James Strachey and Anna Freud. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Volume 3. Early Psycho-analytic Publications (1893-1899). Vintage. 2001 (1962). Paperback, 368 pages, Language English, ISBN: 0099426544.
- Derrida, Jacques. "Freud and the Scene of Writing" in: Derrida, Jacques. Writing and Difference. University of Chicago Press. 1978. Paperback, 368 pages, Language English, ISBN: 0226143295.
- Marder, Elissa. "The Sexual Animal and the Primal Scene" in: Marder, Elissa. The Mother in the Age of Mechanical Reproduction. Psychoanalysis, Photography, Deconstruction.

Fordham University Press. 2012. Paperback, 306 pages, Language English, ISBN: 0823240568.

- Jean Laplanche and J. B. Pontalis. "Fantasy and the Origins of Sexuality (1964)"The International Journal of Psychoanalysis, Vol 49(1), 1968, pages 1-18. Laplanche, Jean and John Fletcher (Editor). "The Unfinished Copernican Revolution", "Seduction, Persecution, Revelation" and "Notes on Afterwordsness" in: Laplanche, Jean and John Fletcher (Editor). Essays on Otherness. Routledge. 1999. Paperback, 288 pages, Language English, ISBN: 0415131081.
- Freud, Sigmund and James Strachey (Translator). Three Essays on the Theory of Sexuality. Martino Publishing. 2011 (1962). Paperback, 134 pages, Language English, ISBN: 1614270538.

9. Additional[clxxxvii] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[cxc]

53. Title of the module/unit
Second year –Advanced Topics in Philosophy, Art, and Social thought, Module 6: Tragedy's Philosophy - Prof. Dr. S. Critchley
54. Course Description[cxci] (*optional*)
Philosophy, as a discursive invention, beginning with Plato, but extending along the millennia into the present, is premised upon the exclusion of tragedy and the exclusion of a range of experiences and affects that we can call tragic. This seminar will pursue the hypothesis that this exclusion of tragedy is, itself, tragic, and this is perhaps philosophy's tragedy. We will consider the task of defending tragedy against philosophy, or, perhaps better said, argue that tragedy articulates a philosophical view that challenges the authority of philosophy. This module fits the "Advanced Topics" rubric for the masters degree in Philosophy, Art, and Social thought by reason of the way it proceeds from a specific problematic to engage in cross-disciplinary fundamental questions with profound implications for a range of fields covered in this degree course. It presupposes methodological sophistication gained in the first year of study. The general question is the following: what if we took seriously the form of thinking – we could call it adversarial, conflictual or dialectical - that we find in Greek tragedy, and the experience of partial agency, limited autonomy, agonistic conflict, gender confusion, moral ambiguity, and deep traumatic affect that it presents? How might that change the way we think and the way we think about thinking? Might that be tragedy's philosophy as an alternative to philosophy's tragedy? Might that be what Nietzsche meant when he described himself as the first "tragic philosopher" and called for "philosophers of the dangerous perhaps"?"
55. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--pursue close textual analysis in the fields of philosophy and literature (in this case, tragedy) at a level appropriate to the second year of study in an EGS masters degree, and form critical judgments based on textual evidence. Students will enhance their expertise in handling complex arguments and challenging rhetorical formulations and judging their implications --develop and extend the knowledge and competencies acquired in the program in a rigorous but respectful manner that honours the tradition of thinking in which the individual situates their work. This competency presupposes the capacity to situate one's independent work in a discursive field and will enable them to assess their development in self-study --undertake collaborative academic work (in a seminar setting) in a manner that befits advanced academic enquiry and entails showing due respect for the opinions of others

--appreciate the pertinence of literary thought to political philosophy and social thought
--pursue independent research and writing related to this seminar's topic in a manner that fits academic protocols of research and at a level that fits the second year of masters study

3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[cxcii]:

--a comprehensive view of the philosophical approach to the question of tragedy
--a comprehensive overview of the major tragic works of the Western tradition
--the rich historical, political and aesthetic context for ancient tragedy, a context often overlooked or distorted in philosophical generalizations about the tragic. They will be exposed to a number of working hypotheses about the invention of tragedy and will consider the relation between tragedy and what is called "sophistry,", especially the few remaining
fragments by Gorgias. Students will have tracked the constitution of philosophy through the exclusion of tragedy in Plato's Republic and its complex appropriation in Aristotle's Poetics.
--an account of the attempt at "recovery" of the tragic in Hegel, Schelling, Nietzsche, Heidegger, & Benjamin, with particular attention paid to Hölderlin, and a critical interrogation
of that attempted recovery.

3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:

--working with cross-disciplinary thinking in philosophy and literary study that is at a level commensurate with study in the second year of an EGS masters, and applying this thinking to theoretical and critical issues in various fields and pragmatic situations
--appreciating their own social ethical responsibilities in their writing, teaching, and public communication
--performing in a responsible and thoughtful manner in public academic interaction
--critically assessing arguments and philosophical positions, in verbal exchange and textual analysis
--respecting academic protocols and style in academic presentation

3.3.1 Applying knowledge and understanding
The learner will be able to:

--share the knowledge and competences acquired in the program with specialists and non-specialists alike
--demonstrate a significant capacity to apply theoretical models to case studies or specific objects or issues
--demonstrate a capacity to apply knowledge acquired in the program to professional experience where applicable
--carry cross-disciplinary concepts acquired in this module to other topics of study in the fields of philosophy, art, and social thought. This topic should be richly informative for cultural criticism
--apply what they have learned about collaborative academic protocol in other study and work contexts

3.3.2 Judgment Skills and Critical Abilities[cxciii]
The learner will be able to:

--research and evaluate relevant primary and secondary material in a careful and thorough manner
--make a judicious use of sources for argumentation and presentation

--learn to locate their own philosophical thinking in relation to the questions presented in this course regarding tragic thought
--develop the capacity for independent thinking
--be cognizant of ethical responsibilities in professional context
--apply the philosophical and theoretical paradigms developed in this course to the judgement of texts and philosophical arguments

3.3.3 Additional Module-Specific Communication Skills[cxciv] , if required.
The learner will be able to:

The communicative skills noted in Schedule A apply here as regards the ability to work effectively in a collaborative context and express individual opinions while respecting and entertaining attentively the views of others.

3.3.4 Additional Module-Specific Learner Skills[cxcv] , if required.
The learner will be able to:

N/A

56. Hours of total learning for this Module/Unit

Contact hours: 28	Supervised practice hours[cxcvi]:
Self-Study hours: 84	Assessment hours: 4

5. Total Number of ECTS of the module/unit

ECTS 4.5

6. Please explain how this module/unit will be taught in line with Section A[cxcvii]

An explanation of the EGS seminar structure in the PACT Division is offered in Section A17. All modules offered in this Division follow the pedagogical principles described there, at appropriate levels. The "advanced topics" modules of the second year entail six three-hour sessions and one four-hour session of assessment in which students make presentations to the seminar. The three-hour sessions involve a mixture of professorial lecturing and discussion. Students will be invited to participate in the process of close textual engagement with the texts under consideration, guided by the professor. Explorations of fundamental notions from tragedy and the philosophy of tragedy will be offered by the professor in lecture form with significant allowance for discussion. This module will be complemented by the lectures presented each evening during the relevant week by professors in residence (7.5 hours of lecture and discussion). The lectures will be discussed in the course of the seminar in a manner that complements the ongoing discussion of fundamental questions.

7. Please explain how this module/unit will be assessed in line with Section A[cxcviii]

Assessment will be based on oral presentations (from the assessment session) and participation in the seminar. The professor may also require written statements during the assessment session.

Grades are based on the ECTS Scale, ranging from A (Very High Honors), B (Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[cxcix]

The follow list is **not required reading** in its entirety. Students should seek to familiarize themselves with the various items in such a way as to recognize what they represent (as forms of research and argument relating to tragedy), and thus know how to recognize any reference made to these works in class discussion. They should, however, have read all of the enumerated works by Seneca, Aeschylus, Euripides, and Sophocles, and be familiar with Aristotle's Poetics—**this reading is required**.

1. Szondi, Peter. An Essay on the Tragic. Stanford University Press. 2002. Paperback, 128 pages, Language English, ISBN: 0804742375.

2. Williams, Bernard. Shame and Necessity. University of California Press. 1993. Paperback, 280 pages, Language English, ISBN: 0520088301.

3. Felski, Rita. Rethinking Tragedy. Johns Hopkins University Press. 2008. Paperback, 384 pages, Language English, ISBN: 0801887402.

4. Thucydides, "Book 1, Pericles' first speech. 1.140-1.145.", "Book 2, Pericles' Funeral Oration. 2.34-2.46.", "Pericles' third speech. 2.59-2.64." in: Thucydides, Donald Lateiner (Introduction) and Richard Crawley (Translator). The History of the Peloponnesian War. Barnes & Noble Classics. 2006. Paperback, 656 pages, Language English, ISBN: 1593080913.

5. Easterling, P. E. The Cambridge Companion to Greek Tragedy. Cambridge University Press. 1997. Paperback, 410 pages, Language English, ISBN: 0521423511.

6. Vernant, Jean Pierre and Pierre Vidal-Naquet. Myth and Tragedy. Zone Books. 1990. Paperback, 538 pages, Language English, ISBN: 0942299191.

7. Gregory, Justina (Editor). A Companion to Greek Tragedy. Wiley-Blackwell. 2005. Paperback, 576 pages, Language English, ISBN: 1405107707.

8. Hampshire, Stuart. Justice is Conflict. Princeton University Press. 2000. Paperback, 120 pages, Language English, ISBN: 0691009333.

9. Müller, Heiner and Carl Weber. Hamletmachine and Other Texts for the Stage. Performing Arts Journal Publications. 1984. Paperback, 140 pages, Language English, ISBN: 0933826451.

10. Dillon, John M. (Translator, Introduction) and Tania Gergel (Translator, Introduction). "Gorgias of Leontini." in: Dillon, John M. (Translator, Introduction) and Tania Gergel (Translator, Introduction). The Greek Sophists. Penguin Classics. 2003. Paperback, 464 pages, Language English, ISBN: 0140436898.

11. Kent Sprague, Rosamond . "Dissoi Logoi or Dialexeis." in: Mind. New Series, Vol. 77, No. 306 (Apr., 1968), pp. 155-167. Oxford University Press. (English).

12. Schmitt, Carl and Simona Draghici (Editor, Translator). Hamlet or Hecuba. The Irruption of Time into Play. Plutarch Press. 2006. Paperback, 76 pages, Language English, ISBN: 0943045258.

13. Butler, Judith. Antigone's Claim. Kinship Between Life and Death. Columbia University Press. 2000. Paperback, 118 pages, Language English, ISBN: 0231118953.

14. Euripides and Anne Carson. Grief Lessons. Four Plays by Euripides. New York Review Books. 2006. Paperback, 312 pages, Language English, ISBN: 9781590172537.

15. Ibsen, Henrik, James Walter McFarlane (Translator) and Jens Arup (Translator). Four Major Plays. Oxford University Press. 2008. Paperback, 384 pages, Language English, ISBN: 0199536198.

16. Lacan, Jacques. "The Essence of Tragedy." in: Lacan, Jacques and Jacques Alain Miller. The Ethics of Psychoanalysis, 1959-1960. The Seminar of Jacques Lacan. Routledge. 1992. Paperback, 352 pages, Language English, ISBN: 0415090547.

17. Lacan, Jacques, Jacques-Alain Miller and James Hulbert. "Desire and the Interpretation of Desire in Hamlet" in: Yale French Studies. No. 55/56, Literature and Psychoanalysis. The Question of Reading: Otherwise (1977), pp. 11-52. (English).

18. Racine, Jean and Richard Wilbur (Translator). Phaedra. Harrap. 1977. Paperback, 105 pages, Language English, ISBN: 0245531092.

19. Hegel, Georg Wilhelm Friedrich. "Introduction." in: Hegel, Georg Wilhelm Friedrich and T.M. Knox (Translator). Aesthetics. Lectures on Fine Art, Vol. 1. Oxford University Press. 1998. Paperback, 640 pages, Language English, ISBN: 0198238169.

20. Hegel, Georg Wilhelm Friedrich. "Section III. The Romantic Arts. Chapter III. Poetry." in: Hegel, Georg Wilhelm Friedrich and T.M. Knox (Translator). Aesthetics. Lectures on Fine Art, Vol. 2. Oxford University Press. 1998. Paperback, 696 pages, Language English, ISBN: 0198238177.

21. Heidegger, Martin and Ralph Manheim. An Introduction to Metaphysics. Yale University Press. 1973 (1959). Paperback, 214 pages, Language English, ISBN: 0300017405.

22. Hölderlin, Friedrich and David Farrell Krell. The Death of Empedocles. A Mourning-Play. SUNY Press. 2008 (1910). Hardcover, 306 pages, Language English, ISBN: 0791476472.

23. Hölderlin, Friedrich, Jeremy D. Adler (Translator) and Charlie Louth (Translator). Essays and Letters. Penguin. 2009. Paperback, 490 pages, Language English, ISBN: 0140447083.

24. Nietzsche, Friedrich Wilhelm. "Introduction.Attempt at Self-Criticism." and "The Birth of Tragedy." in: Nietzsche, Friedrich Wilhelm and Walter Arnold Kaufmann (Translator). Basic Writings of Nietzsche. Modern Library. 2000. Paperback, 896 pages, Language English, ISBN: 0679783393.

25. Nietzsche, Friedrich Wilhelm, Aaron Ridley and Judith Norman. The Anti-Christ, Ecce Homo, Twilight of the Idols, and Other Writings. Cambridge University Press. 2005. Paperback, 337 pages, Language English, ISBN: 0521016886.

26. Schelling, Friedrich Wilhelm Joseph von and Douglas W. Stott. The Philosophy of Art. University of Minnesota Press. 1989. Paperback, 408 pages, Language English, ISBN: 0816616841.

27. Freud, Sigmund. "Mourning and Melancholia." in: Freud, Sigmund and James Strachey (Editor, Translator). Complete Psychological Works Of Sigmund Freud, Volume XIV (1914-1916): "On the History of the Post Psychoanalytic Movement", "Papers on Metapsychology" and Other Works. Vintage. 2001 (1917). Paperback, 384 pages, Language English, ISBN: 0099426676.

28. Freud, Sigmund. "On the Universal Tendency to Debasement in the Sphere of Love (Contributions to the Psychology of Love II)" in: Freud, Sigmund and James Strachey (Editor, Translator). Complete Psychological Works Of Sigmund Freud. Vol. 11:"Five lectures on psycho-analysis", "Leonardo da Vinci" and Other Works. Vintage. 2001 1910. Paperback, 266 pages, Language English, ISBN: 0099426641.

29. Freud, Sigmund, Werner Hamacher (Editor), David E. Wellbery (Editor) and Neil Hertz (Foreword). Writings on Art and Literature. Stanford University Press. 1997. Paperback, 344 pages, Language English, ISBN: 0804729735.

30. Plato and Allan David Bloom. The Republic. Basic Books. 1968. Paperback, 487 pages, Language English, ISBN: 0465069367.

31. Seneca, Lucius Annaeus and Emily R. Wilson (Translator). Six Tragedies. Oxford University Press. 2010. Paperback, 240 pages, Language English, ISBN: 0192807064.

32. Pseudo-Seneca and Rolando Ferri (Editor). Octavia. A Play Attributed to Seneca. Cambridge University Press. 2003. Paperback, 484 pages, Language English, ISBN: 0521117720.

33. Fitch, John G. Annaeana Tragica. Notes on the Text of Seneca's Tragedies. Brill. 2004. Hardcover, 293 pages, Language English, ISBN: 9004140034.

34. Aristotle and Stephen Halliwell (Editor, Translator). The Poetics of Aristotle. Translation and Commentary. University of North Carolina Press. 1987. Paperback, 197 pages, Language English, ISBN: 0807842036.

35. Aeschylus, David Grene (Editor) and Richmond Alexander Lattimore (Editor). The Complete Greek Tragedies. Aeschylus. University of Chicago Press. 1959. Paperback, 357 pages, Language English, ISBN: 0226307786.

36. Aeschylus and Robert Fagles (Translator). The Oresteia. Penguin Books. 1984. Paperback, 336 pages, Language English, ISBN: 0140443339.

37. Euripides, Alan Shapiro (Translator) and Peter Burian (Introduction). Trojan Women. Oxford University Press. 2009, 128 pages, Language Translated from the Ancient Greek, ISBN: 0195179102.

38. Euripides, John Peck (Translator), Frank Nisetich (Translator). Orestes. Oxford University Press. 1995. Paperback, 128 pages, Language English, ISBN: 0195096592.

39. Euripides and Richmond Lattimore (Translator). Iphigeneia in Tauris. Oxford University Press. 1992. Paperback, 112 pages, Language English, ISBN: 019507291X.

40. Euripides and Denys L. Page (Editor). Medea. Clarendon Press; Oxford University Press. 1988 1976. Paperback, 260 pages, Language English, ISBN: 0198720920.

41. Sophocles and David R. Slavitt (Translator). The Theban Plays of Sophocles. Yale University Press. 2007. Hardcover, 256 pages, Language English, ISBN: 0300117760.

42. Sophocles, Anne Carson and Michael Hearne Shaw. Electra. Oxford University Press. 2001. Paperback, 144 pages, Language English, ISBN: 0195049608.

43. Sophocles and David Grene (Translator). Oedipus the King. University of Chicago Press. 2010. Paperback, 88 pages, Language English, ISBN: 0226768686.

44. Sophocles and R. D. Dawe (Editor). Oedipus Rex. Cambridge University Press. 1982. Paperback, 260 pages, Language English, ISBN: 0521287774.

Sophocles, Peter Meineck (Translator) and Paul Woodruff (Translator). Four Tragedies. Hackett Pub. 2007. Paperback, 368 pages, Language English, ISBN: 0872207633.

9. Additional[cc] minimum formal qualifications and experience required to teach this module/unit

EGS academic staff engaged to teach this course hold a Ph.D.

For CVs please refer to:
EGS Media and Communication_Faculty Overview
http://www.egs.edu/faculty/faculty-overview/

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.

Section C – Profile for each module/unit of the qualification

(fill Section C for each module/unit listed in Section A16)

Sub-Section C.__[cciii]

57. Title of the module/unit
MA Thesis
58. Course Description[cciv] (*optional*)
This component of the MA Course in Philosophy, Art, and Social Theory represents the culmination of the student's course of study at the master's level. The MA thesis is an independent project, though it is prepared by training in an MA workshop, consultation with an advisor and consultation with EGS Fellows (who will have followed the student's progress from the start of their program of study). The students will also spend a week in residence in the third year of their study while preparing the thesis, either in Malta or Saas Fee, Switzerland. The thesis will normally be 25,000 words in length (including tables, bibliographies and notes) and will conform to an established academic style. It will entail original work and situate itself within a field of study. The work should be at a level that makes publication of some part of it an appropriate next step for the student.
59. Learning Outcomes
3.1 Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:
--present a substantial argument in written form, employing an established academic style. They will show the capacity to supply proper referencing and footnoting, thus showing a capacity for preparing essays for publication --sustain an academic argument in a proper argumentative form, with a suitable introduction and conclusion. The EGS recognizes a place for the expression of creativity in academic exposition, but the student should also demonstrate a clear capacity to conform to academic form
3.2 Knowledge – at the end of the module/unit the learner will have been exposed to the following[ccv]:
--the learner will have the capacity to situate the topic, problematic, or question they address with a field of research and show its relevance in an interdisciplinary context. This implies that they will have a substantial grasp of the field in which they situate their work and a firm grasp of the nature of their contribution, which should be original in its approach to its topic. The capacity to show interdisciplinary relevance implies a significant level of theoretical sophistication --the learner will show a strong capacity to make a judicious use of sources and a strong grasp of the relevant secondary materials
3.3 Skills – at the end of the module/unit the learner will have mastered the following skills:
--academic exposition; the learner will be able to sustain a substantial argument in a clear and compelling manner, supplying the requisite support in references and understanding of the implications of the argument

--presenting research in publishable form; though the MA thesis is not necessarily destined for publication, the learner will have mastered the capacity to compile research for publication
--conduct academic argument, establishing the context for questioning and developing a topic or a question in a full manner, drawing appropriate conclusions from the argument.

3.3.1 Applying knowledge and understanding
The learner will be able to:

--undertake other projects, including publications of at least essay-length.
--recognize the pertinence of their research to cross-disciplinary enquiry
--assess their individual progress within their field, recognizing what progression to a subsequent step (normally PhD research) would entail
--present their work to specialist non-specialist audiences in a clear manner (this competence will be a product of the extensive consultation and discussion they have pursued with fellows, advisors, and peers)

3.3.2 Judgment Skills and Critical Abilities[ccvi]
The learner will be able to:

--assess the importance of their contribution to their field of study
--bring questions undertaken in the thesis to other contexts and recognize the pertinence of the theoretical understanding deployed in the thesis for other research contexts
--show a skilful assessment of the pertinence of sources to the pursuit of critical Inquiry in a research context and judge their relative quality

3.3.3 Additional Module-Specific Communication Skills[ccvii] *, if required.*
The learner will be able to:

3.3.4 Additional Module-Specific Learner Skills[ccviii] *, if required.*
The learner will be able to:

60. Hours of total learning for this Module/Unit

Contact hours: 188	Supervised practice hours[ccix]:
Self-Study hours: 562	Assessment hours:

5. Total Number of ECTS of the module/unit

ECTS: 30

6. Please explain how this module/unit will be taught in line with Section A[ccx]

The training in thesis preparation will entail a full day's workshop in the second year of masters study, a substantial meeting with the advisor in the second year (to confirm intentions and a method of communication), consultation with the advisor at least three times per year between the second and third years of study, and residence in a session of the PACT Division of the EGS in either Malta or Saas Fee for 7 days. In the latter period, students will meet with their advisor and EGS fellows, who will be familiar with the full itinerary of their MA study, and work with other masters and PhD students in residence. In many cases, the student will have had an opportunity to present their work in the context of an EGS colloquium (since students may elect to present other work in this context, this experience is not obligatory for the completion of the thesis component of the

degree). The composition of the MA thesis will be undertaken on an independent basis, though the student will establish with the advisor a protocol for reviewing drafts of the work. The deadline for the submission of the thesis will be September 1 in the third year of study.

7. Please explain how this module/unit will be assessed in line with Section A[ccxi]

The student's advisor will assign a grade according to the quality of the thesis (considering argument, presentation, originality and comprehensiveness with respect to the chosen topic and its situation within a field of study). Grades will be based on the ECTS scale, ranging from A (Excellent), B(Very Good), C (Good), D (Satisfactory), E (Passable), and F (Insufficient).

8. Reading list[ccxii]

The establishment of the requisite list of secondary and primary sources for a thesis will be achieved by the student (and approved by the advisor); this aspect of thesis preparation forms part of the independent research

9. Additional[ccxiii] minimum formal qualifications and experience required to teach this module/unit

PhD

N.B. Please attach the Curriculum Vitae of the person who will be delivering this module/unit if the person is already identified.