University of Tartu
Faculty of Philosophy
Institute of Philosophy and Semiotics

Self-Evaluation Report
for the Accreditation of Curricula

2437 (6227102) Philosophy (Bachelor’s studies)
2559 (7227102) Philosophy (Master’s studies)
80355 (8896212) Philosophy (Doctorate studies)
2649 (8227101) Philosophy (Doctorate studies)

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1. INTRODUCTION

1.1 A Brief History of the University of Tartu

On 30 June 1632, King Gustav II Adolf of Sweden signed the Foundation Decree of Academia Dorpatensis, which enables us to mark the beginning of our university's history. The following stages can be observed in the history of the University of Tartu.

1632-1710 Academia Dorpatensis (Tartu University during Swedish times)

* Academia Gustaviana 1632-1665
* Academia Gustavo-Carolina 1690-1710

The first students matriculated on 20-21 April 1632. The opening ceremony of Academia Dorpatensis (Academia Gustaviana) took place on 15 October in the same year. The academy in Tartu functioned with the faculties of Philosophy, Jurisprudence, Theology and Medicine, enjoying the privileges of the University of Uppsala. On account of the Russian-Swedish war the University of Tartu was transferred to Tallinn in 1656 and closed in 1665.

In 1690 Tartu became a university town again, hosting Academia Gustavo-Carolina. Shortly after that, however, the university was transferred from Tartu to Pärnu due to a coalition against Sweden and the Great Famine of 1695-1697. Opened in Pärnu on 28 August 1699, Academia Gustavo-Carolina was closed on 12 August 1710 because of the surrender of the Swedish army to the Russian forces during the Northern War.

1802-1918 Kaiserliche Universität zu Dorpat (The Imperial University of Tartu)

* Imperatorskij Jur’evskij Universitet 1893-1918

At the end of the 18th century the political and educational interests of the Russian central government and the Baltic-German elite coincided. On 21-22 April 1802 the university was reopened in Tartu as a provincial Baltic university depending upon the local knighthoods - it was titled Kaiserliche Universität zu Dorpat (also Imperatorskij Derptskij Universitet). The charter of 12 December 1802, endorsed by Czar Alexander I, gave the university the legal status of a Russian state university, with German as the language of instruction. In 1828-1838 future university professors in Russia were taught at the University of Tartu Professors’ Institute. In 1803 a lecturership of the Estonian language was established and in 1838 the Learned Estonian Society (Gelehrte Estnische Gesellschaft) was founded at the university.

Tartu University obtained the monopoly of higher education in the western provinces of the Russian Empire, forming close relationships with the Academy of Sciences in St. Petersburg in the east and with German universities in the west. During the russification campaign beginning in 1889 Tartu University was converted into Imperatorskij Jur’evskij Universitet, a traditional higher education establishment. In 1895, the Russian language was introduced as the language of instruction. In spite of
great changes in the student body and the faculty, the University of Tartu in its capacity of a Russian university remained an international centre of science. What made the University of Tartu unique throughout Russia was its role in educating distinguished scientists in every field of research and high-ranking officials for the Empire, especially in the fields of law and diplomacy.

In the turmoil of World War I the academic life of the university was interrupted by several stages of evacuation of its students, professors and property to Russia. In the spring of 1918 the Russian university was closed down and what is known as a voluntary departure of Russians opened up the path to a new provincial university to be launched by the German occupation forces – Landesuniversität in Dorpat, in the Baltic Duchy. Called Land University, it was opened on 15 September 1918. Within a few months, however, it was forced to close. On 27 November 1918 the commander of the military forces transferred the jurisdiction over the University of Tartu to a commission formed by the Provisional Government of Estonia.

Note: Dates to 1 February 1918 are given according to the old calendar.

1919-1940 Tartu University of the Republic of Estonia

Preparatory work for the opening of the university had already started in March 1918. The Head of the Commission formed by the Provisional Government of Estonia, Peeter Põld was appointed the university’s curator (later a professor of pedagogy, the Pro-Rector and a doctor honoris causa). On 1 December 1919 the university opened its doors as Tartu University of the Republic of Estonia, with Estonian as the language of instruction, at which new subjects laying the foundation for the development and research of Estonian national culture were taught.

1940-1941 Tartu State University

In 1940/1941, the first academic year under Soviet rule, the students’ corporations and academic societies were closed and scientific contacts with Western-European centres of research and universities were interrupted. The curricula of Tartu University were replaced by those officially imposed in the Soviet Union: a course system was adopted and obligatory political subjects based on the new Marxist-Leninist ideology, including the history of the USSR, were introduced.

1942-1944 Tartu University of the Estonian Self-Government under Nazi German Rule (Ostland-Universität in Dorpat)

Ostland-Universität in Dorpat was opened by the German occupation government, with German as its language of instruction. It was to serve the whole Baltic region. Taking into consideration the needs of the time, the university was opened as Tartu University of the Estonian Self-Government, with instruction in Estonian where the University Act of 1938 regulated the academic life. During the war the faculties of Medicine, Veterinary Medicine and Agriculture were given priority status.

During World War II the university lost 22 buildings, a considerable amount of its property, the accommodation of its academic and administrative staff and its libraries.
In the autumn of 1944 the incomplete structural reforms interrupted in the summer of 1941 were continued. The university was subordinated to the People’s Education Commissariat of the Estonian SSR (a ministry since 1946) and, beginning in 1946, to the Ministry of Higher Education of the Soviet Union.

Even in the 1960s the majority of the professors of Tartu State University belonged to the generation who had obtained their education at Tartu University in the Republic of Estonia and thus upheld the continuity of traditions in the processes of instruction and scientific research.

Since 1989 – The University of Tartu

The years since 1989 have been years of structural changes amid the restoration of the content of academic studies and of the old traditions, both of which were considered to be of crucial importance. New faculties and colleges were (re)founded: in 1991 the Faculty of Theology, in 1992 the Faculty of Philosophy and the Faculty of Social Sciences, in 1996 Pärnu College and Türi College, in 1998 Euro College and in 1999 Narva College. Viljandi Culture Academy merged with the University in 2005.

Intellectual freedom has been restored, Western-type systems of study and grading have been introduced, the standards for election to higher academic positions have been reviewed and contacts with European and other universities have been expanded, including an extensive student exchange programme. In 1996 the Open University was established to provide opportunities for life-long learning for all those interested in it without causing serious disruptions in their everyday lives.

On 19 June 1999 the Republic of Estonia signed the Bologna Declaration. The programme set out in the Declaration is based on a clearly defined goal: to create a European space for higher education in order to enhance the employability and mobility of citizens and increase the international competitiveness of European higher education. At the University this led to the adoption in 2001 of new curricula which in most fields distinguished undergraduate studies (3-year bachelor’s curricula) and graduate studies (2-year master’s curricula and 4-year doctoral curricula). These changes led to others in admission policies at several faculties in 2004.

In 2006, a structural reform was launched, the result of which should be to decrease disciplinary barriers, increase structural flexibility and the concentration of human and material resources so as to be more competitive. The structure of the university now has three levels: the university itself, which is divided into four fields (humaniora, medicina, socialia and realia et naturalia), the faculties (or colleges) and the institutes (or departments). The chairs have been abolished in accordance with this structural reform.

1.2 The place of the University on the educational landscape of Estonia. The structure of the University as of 31.12.2008

In Estonia, the system of higher education is run by the Ministry of Education and Research. General requirements for higher education are set by the Standards of Higher Education (2009). The provision of higher education is regulated by several
laws (the Universities Act, the Private Schools Act, etc.). The University of Tartu (UT) is a legal person governed in its daily operations by the provisions of the University of Tartu Act, the Universities Act, the University of Tartu Statutes and other legislation.

The University comprises academic, administrative and support structures. Its structure as of 2009 is given separately in Appendix 1.

Today, there are ten faculties at UT: Theology, Medicine, Philosophy, Exercise and Sports Sciences, Natural Sciences and Technology, Economics and Business Administration, Mathematics and Computer Sciences, Education, Social Sciences and Law. The constituent parts of a faculty are departments, institutes or other structural units in accordance with the statutes of the faculty. At the head of a faculty is the dean while the highest decision-making body is the council of the faculty.

There are also five colleges: Pärnu College, Türi College, Narva College, Eurocollege and Viljandi Culture Academy.

The teaching staff of the University consists of 782 persons, including 156 full-time professors, 182 docents and 443 lectures, assistants and teachers (31.12.2008).

In the academic year of 2008/2009 (as of 01.02.2009) the student body of the University of Tartu comprised 16 783 students, of whom 11 764 were regular students and 5019 Open University students. Female students made up nearly two thirds of the student body. In 2007/2008 the student body included 630 international students originating from 40 countries.

See quantitative information about the University in Appendix 2.

1.3 The Faculty of Philosophy

The Faculty of Philosophy is among the oldest faculties of the University, having been founded simultaneously with the opening of the University in 1632. During the Soviet period the Faculty was named the Faculty of History and Philology, while in 1973 it was divided into two: the Faculty of History and the Faculty of Philology. On 1 January 1992 these faculties again merged into a unified Faculty of Philosophy. At that time, the Faculty included ten departments (history, Estonian philology, pedagogy of special needs, philosophy and political sciences, Germanic-Romance philology, psychology, sociology, journalism, Russian and Slavonic philology and semiotics) and three centres (those of languages, culture and pedagogy).

As of 1 June 1995, the departments of psychology, semiotics, sociology and journalism detached themselves from the Faculty of Philosophy and integrated into the Faculty of Social Sciences.

In the course of structural reform of the University of Tartu in 2007 the Department of Semiotics rejoined the Faculty of Philosophy. After various other reorganisations regulation no. 6 of the Council of the University of Tartu adopted a new statute of the Faculty of Philosophy on 30 March 2007 (enforced on 15 April 2007) in accordance with which five institutes belong to the Faculty of Philosophy: the Institute of History and Archaeology; the Institute of Estonian and General Linguistics; the Institute of Philosophy and Semiotics; the Institute of Germanic, Romantic and Slavic Languages and Literatures; the Institute of Cultural Research and Fine Arts. Besides these, there
is also a Language Centre (a unit managing and teaching general and specialised foreign languages on a University-wide basis) and other interdisciplinary units.

During the spring semester of 2009, the Faculty of Philosophy offered degree courses to 6623 students, including 4554 BA students, 1660 MA students and 409 PhD candidates. The faculty staff (lecturers and administrative personnel, 16.06.2009) as a whole comprised 352 persons, including 185 members of teaching personnel, 74 members of research personnel and 93 members of support personnel. For additional information, see Appendixes 1, 2, 3.

1.4 Academic development of the Department of Philosophy

Philosophy has been taught at the University of Tartu since 1632, when the university started its work with four faculties: Jurisprudence, Medicine, Philosophy, and Theology. During the first period, when the language of instruction was Latin, the medieval view of philosophy prevailed, tying it closely to theology. The medieval practice of dividing the faculties of a university into lower and higher faculties was also followed at Tartu University. The function of the Faculty of Philosophy as a lower faculty was to prepare students for the Faculties of Theology, Jurisprudence, and Medicine. As a matter of fact, the Faculty of Philosophy fulfilled the functions of a grammar school. During the first period of the Swedish university, the teaching of philosophy was based on the Aristotelian system. Philosophical instruction was scattered among professors of different subjects: the astronomers taught physics (natural philosophy), the historians taught politics, and ethics was taught by the professor of logic.

During the second period of Academia Dorpatensis (1690-1710) the Faculty of Philosophy became independent, emancipating itself from theology. During this second period of the Swedish university it became customary to divide philosophical subjects into

a) theoretical philosophy which consisted of logic, metaphysics, and physics (natural philosophy) and

b) practical philosophy which included ethics, politics, and natural law.

Ethics and politics were both influenced by natural law theory. As both dealt with the justification of the dominant legal and political system, they had much in common. At that time, politics had a prominent position among the philosophical subjects. It was oriented towards preparing the students for state service. The theoretical discussions on the power of the king and nobility, the legitimisation of war, and the duties and freedoms of the citizens made practical philosophy important for jurisprudence and moved it away from theology.

The work of the university was interrupted by the Nordic War. When the university was reopened in 1802, German became the official language of instruction. In the 19th century and at the beginning of the 20th century several famous German philosophers worked at Tartu University. The ideas of Immanuel Kant were introduced to the Estonian academic public by his former student Gottlob Benjamin Jäsche (Professor of Philosophy in Tartu 1802-1839). Gustav Teichmüller (Professor of Philosophy in Tartu 1871-1888), a representative of so-called Christian personalism and the author
of the three-volume work *Neue Studien zur Geschichte der Begriffe*, was perhaps the most original thinker among the philosophy professors in Tartu.

After 1919 when the University of Tartu started to work as the Estonian National University philosophy was taught for the first time in the Estonian language. The first Estonian professional philosopher Alfred Koort familiarized the Estonian students with various trends of modern philosophy. He was well acquainted with the Continental tradition of phenomenology and existentialism as well as with American pragmatism and the philosophy of science. Prof. Alfred Koort was also the author of the first introductory text-book on philosophy in the Estonian language.

During the Soviet occupation (1940-1991) philosophy became a compulsory subject which was taught to all students of the university. This made it possible to create many jobs for professional philosophers both at Tartu University and at the Institute of Philosophy at the Estonian Academy of Sciences. There were several professorships and lectureships which all belonged to the Department of Philosophy. But it was not possible to study philosophy as the main subject at the undergraduate level. Philosophy post-graduate students had either graduated from the philosophy departments in Moscow and Leningrad or were graduates of other departments at Tartu University. Communist authorities demanded that all teaching in philosophy had to follow the official Soviet curriculum created in Moscow. However, the Department of Philosophy at the University of Tartu maintained the standard structure of the curriculum with different content. Besides the official subjects of dialectical and historical materialism the Department also taught the history of philosophy, the philosophy and methodology of science, aesthetics, the philosophy of history, and the history of social and political ideas.

At the beginning of the 1990s, when Estonia became independent again, several institutional rearrangements took place in the Philosophy Department. Three Chairs were founded, the profile of which was determined not so much according to the actual needs of the teaching process as the qualification and interests of the current professors. These three chairs were: the Chair of History of Philosophy, the Chair of Practical Philosophy, and the Chair of Philosophy of Science.

In 2002 all philosophy curricula were assessed by an international expert group and as a result full accreditation was received.

**Development of the Department of Philosophy 2002-2009**

Since the last accreditation in 2002, the department has undergone radical changes. There has been a generational change as well as a move towards internationalisation. The curricula, study process and the entire institution have been reformed thoroughly.

In 2002 the Department of Philosophy consisted of the three Chairs: history of philosophy, philosophy of science, and practical philosophy. In 2006 the Chair for Theoretical Philosophy was created. Although the Chairs were officially abolished in 2006, due to the structural reform of the University, the term of Chair is still used for organising and coordinating teaching and research of different specialisations in history of philosophy, philosophy of science, theoretical philosophy and practical philosophy.
In 2007, due to the structural reform of the University, the Department of Philosophy and the Department of Semiotics (until the reform the latter was part of the Faculty of Social Sciences) formed the Institute of Philosophy and Semiotics in the Faculty of Philosophy.

The Head of Department between 2000 and 2004 was Prof. Ülo Matjus; since 2004 it has been Prof. Margit Sutrop who in 2000, after the retirement of Prof. Eero Loone, had taken over the Chair for Practical Philosophy. Since 2007 Prof. Margit Sutrop has also been the Head of the Institute of Philosophy and Semiotics.

In 2001 Prof. Margit Sutrop created an interdisciplinary Centre for Ethics which involves professors and students from the diverse fields of philosophy, biology, medicine, theology, law and social sciences. Its aim is to coordinate and improve the teaching of ethics within the university. The Centre also actively participates in international interdisciplinary research projects mainly in bioethics, research ethics, and normative ethics. Another objective is to assist Estonian society at large to reflect upon the issues of norms, values and justice through organizing public lectures, meetings and workshops as well as through publishing activities. The Centre for Ethics was built up with the support of the Volkswagen Foundation in Germany and it has profited from the advice of an international advisory board (directed by Prof. Jürgen Mittelstrass, University of Konstanz). For additional information about the Centre for Ethics see http://www.eetikakeskus.ut.ee/index.aw/set_lang_id=2 and Appendix 30. The Department of Philosophy has over the recent years greatly profited from close relation with the Centre for Ethics.

In February 2004 Professor Rein Vihalemm retired and the Chair for Philosophy of Science was taken over by Associate Professor Endla Lõhkivi. Her initiative was to create a fourth Chair for Theoretical Philosophy and from October 2005 till June 2008 she led the European Social Fund Measure 1.1. project “Transforming the education and research in theoretical philosophy at the University of Tartu to correspond to the highest international standards via inviting a guest professor to Estonia”. With this project the Chair for Theoretical Philosophy was created in Tartu and in 2006 Prof. Daniel Cohnitz became the Professor for Theoretical Philosophy. In 2008 he was elected as Professor Ordinarius by the University Senate. He is now actively building up his own research group in theoretical philosophy. The creation of the Chair for Theoretical Philosophy has brought significant improvement also in teaching. Until then subjects like epistemology and philosophy of mind were taught by the members of the Chair of philosophy of science.

In September 2008 Professor Ülo Matjus retired. The position of the Professor for History of Philosophy has to be filled in during the coming years. Professor Ülo Matjus continues as a Professor Extraordinarius for History of Estonian Philosophy. Senior researcher Roomet Jakapi is attempting to build up a research group in Early Modern Philosophy and Ancient Philosophy.

The University of Tartu as the national university of Estonia has carried out teaching at BA and MA levels mainly in the Estonian language. The majority of philosophy courses have been taught in Estonian. Also, in the future we aim to guarantee that the philosophy curricula at the first level of higher education will be in Estonian, at the same time containing courses and modules taught in English. At the graduate level, however, the development toward internationalisation is natural and so the number of courses taught in English has increased year by year. The department has created wide international co-operation networks and invited several outstanding guest lecturers
and researchers out of which Prof. Hubert Schleichert (University of Konstanz), Prof. Lynda Lange (University of Toronto) have taught in Tartu for one or more semesters. In 2007 Prof. Alan Baker (Swarthmore College), and in 2007/2008 Prof. Marc Hight (Hampden-Sydney College) stayed at our department as Fulbright Scholars. Since 2005 the department has also had several international postdoc fellows: from 2005-2007 Dr. Juho Ritola, Dr. Jean Louis Hudry, 2008-, guest lecturer Mikko Leinonen 2009-. For a list of guest lecturers see Appendix 36. Increasing number of academic vacancies in UT have been fulfilled by international staff. Since 2007 Dr Paul McLaughlin has been working at the department as full-time researcher and lecturer, contributing to the field of social and political philosophy and philosophy of education. Gradually teaching in English has also increased, making the department more attractive to foreign students. The doctoral seminar has been held in English since 2006. In 2009 two doctoral courses as university-wide elective subjects will be taught in English.

In the period 2002-2009 significant improvement also occurred in the content of the curricula. In the period 2002-2009 the number of students admitted to philosophy curricula and those graduating from it has increased (see Appendix 28). Philosophy as a speciality has become more attractive and teaching more efficient. It is also possible to study philosophy at the Open University. This offers people already active in working life a possibility to obtain a BA or MA in philosophy. The courses take place once a month at weekends. Since 2006 the department also offers secondary school teachers a two-year training course in philosophy.

The new curriculum gives students of the other specialities the possibility to obtain a minor in philosophy. The department has had several exchange students from other Estonian universities. Due to exchange programmes and various scholarships the students have more possibilities for studies abroad, and the department firmly endorses the students’ pursuits. The possibility to study abroad has been especially actively used by the PhD students. 4 of our PhD students have already received their degrees from the universities abroad, while 7 PhD students are at the moment matriculated in the PhD programmes of foreign universities (see Appendix 26 for full list). In 2002 Dr Vootele Vaska founded the Gustav Teichmüller Scholarship for philosophy students; it has been awarded twice, in 2005 and 2007.

1.5 *Principles and organisation of quality assurance at the university*

The University of Tartu regards the assurance of the quality of educational work as one of its strategic tasks. In a new Strategic Plan until 2015 (2020), the integrated quality assurance system is one of the key questions.

Since September 1 2006, the university started to implement programme-based organisation of study, the aim of which is to guarantee quality of the study process, flexibility to meet the needs of society and assure sustainability in curriculum development. Programmes are comprehensive education service packages which include curriculum development, the substantive organisation of study, the necessary marketing activities, the accompanying support services and programme administration.
Programmes are led by Programme Managers who coordinate the study process and curriculum development within the programme, programme-related financial and marketing activities and information exchange by guaranteeing the effectiveness and quality of the curriculum. To achieve this, the advisory bodies of programmes (Programme Councils) include the representatives of students and employers. The tasks of Programme Councils include the preparation of a strategic development plan, setting the goals of the principle activities, counselling a Programme Manager and evaluating the programme effectiveness.

In autumn 2006, the University Council approved new Curriculum Statutes (amended 2009). The new statutes introduce two major changes: the development of a learning outcome-based approach for curricula and the annual internal evaluation of curricula. Internal evaluation is carried out by a Programme Manager and the Council with the aim of underlining the strengths and weaknesses across a curriculum and generating a further action plan for the introduction of improvements. By providing important input for accreditation preparation, internal evaluation plays a substantial role in the quality assurance system.

On a regular basis (each semester) a survey, “Evaluation of the teaching and the subject courses”, is conducted among the students, on the basis of which a corresponding report is prepared by the Office of Academic Affairs. The evaluation result also serves as the basis for an annual award to be given to the best lecturer of the year. From the autumn semester of 2007, students are asked to provide feedback on the curriculum in which they are enrolled.

In addition to the activities evaluating the quality of the educational work internally, the university also considers it important to get feedback from its graduates and their employers. The Career Service conducts annual polls among former students of the university who, by the time of the poll, have worked approximately six months. The graduates shall evaluate their initial coping at the labour market and the relevance and level of the knowledge and skills obtained from the university; they are also able to make suggestions on how to improve what has been done so far. The results of the poll are made available both to the faculty and the wider public (via the web).

At the beginning of 2007, a survey among employers was conducted to find out their expectations about graduates’ competences and how holders of a three-year bachelor’s degree cope on the labour market.

Without a doubt, employers need to be involved to a greater extent than before in the preparation of the curricula, in particular in the widening of the internship possibilities but also in the conduct of the educational work in general. It is therefore necessary to reflect further on how to enhance employer interest in the processes going on at universities.

The responsibility for cooperation with employers in the development of the curricula lies with the faculties.

Of decisive importance in the assurance of the quality of educational work is the high academic level of the faculty. Academic positions are filled through competition and employment contracts are fixed-term. At the end of the election term all university teachers can take a so-called semester off, during which they maintain their salary while having no teaching duties. On a regular basis, refresher training is conducted for university teachers on the possibilities of using new teaching methods (including the web-based learning environment WebCT), and a methodology course “Teaching at a
higher education establishment” has been launched on the initiative of the Faculty of Education.

The university considers the existence of a student counselling system a prerequisite to the assurance of the quality of educational work. A counselling service concerning the general organisation of educational work and related documentation is provided by the dean’s offices of all the faculties; the Office of Academic Affairs has employed a student counsellor. Freshmen are supported by tutors (students of senior years). A career service has been established for career-related counselling of students, which, apart from counselling, offers relevant training to students and notifies them of job offers. There is also a psychologist at the service of the students.

1.6. Description of the process of compiling the self-evaluation report

A committee for drawing up the self-evaluation report of the curricula of philosophy was established at the Department of Philosophy in February 2009. The work of the evaluation committee and the compiling of the report was organized by the following staff members:

Endla Lõhkivi, Associate Professor, e-mail: endla.lohkivi@ut.ee
Ruth Jürjo, co-ordinator of the Institute of Philosophy and Semiotics, e-mail: ruth.jurjo@ut.ee
Triin Paaver, co-ordinator of the Centre for Ethics, e-mail triin.paaver@ut.ee

The following staff members were involved in the work of the committee:
Daniel Cohnitz, Professor, e-mail: cohnitz@ut.ee
Roomet Jakapi, Senior Researcher, e-mail: roomet.jakapi@ut.ee
Paul McLaughlin, Researcher, e-mail: paul.mclaughlin@ut.ee
Ülo Matjus, Professor, programme manager, e-mail: ulo.matjus@ut.ee
Eduard Parhomenko, Lecturer, e-mail: eduard.parhomenko@ut.ee
Margit Sutrop, Professor, Head of the Institute of Philosophy and Semiotics, Head of the Centre for Ethics, e-mail: margit.sutrop@ut.ee
Aire Vahe, MA student, librarian of the Centre for Ethics, aire.vaher@ut.ee
Mats Volberg, MA student, library assistant of the Centre for Ethics, mats.volberg@ut.ee
Kadri Lutt, library assistant of the Centre for Ethics, kadri.lutt@ut.ee

The self-evaluation report was compiled as a result of close co-operation, intensive work and discussion throughout the process. A questionnaire concerning various aspects of teaching, study programmes, the research and working environment was distributed among students, alumni and staff members in April and May 2009. In assessing the academic results of the staff members the annual reports of achievements of the University of Tartu were used. On the basis of all the information
and opinions collected, this report was finalized and written in English by the committee for drawing up the self-evaluation report. In the process of compilation of the report all staff members of the Department were involved by compiling their updated curriculum vitae. Concerning statistical information, general requirements for the self-evaluation report, the Office of Academic Affairs and the Personnel Office at the University of Tartu were consulted.
2. THE MISSION AND THE EDUCATIONAL POLICY

2.1. The mission of the university

The goal of the university, as defined in its Statutes, is to promote research and knowledge in all fields of its activities, to provide higher education based on professional research and academic study at all levels and to offer services in research, development and education.

The mission of the University of Tartu has been determined in the Strategic plan for the years 2009-2015 (full text at http://www.ut.ee/544423), approved by the University Council on December 19, 2008 by the following statement: The mission of the University of Tartu is to act as the leading force driving the development of knowledge-based society in Estonia and the guarantor of its continuity.

In order to fulfil its mission, the University of Tartu advances research, education and culture and serves society through teaching and research, creating the preconditions for development of world-class research fields through international cooperation and, as Estonia's national university, assuming its share of responsibility for the preservation of the Estonian people and nation.

As the national university, the University of Tartu, in cooperation with the state, works to ensure the continuity of an educated Estonia and the development of Estonian language and culture. The university seeks to promote disciplines that study Estonia and the Estonian people, and to guarantee the preservation and development of its national cultural heritage.

See also University of Tartu Strategic Plan 2008 (for 2003-2008) http://www.ut.ee/livelink_files/1379713.htm

2.2. Institutional goals

For the full Institute of Philosophy and Semiotics development plan 2009-2015, see Appendix 7.

The mission of the Institute of Philosophy and Semiotics of the University of Tartu is to provide teaching and research in philosophy and semiotics at a world-class level and to develop these research fields in collaboration with other leading international research centres.

The teaching, research, and development activities carried out at the Institute of Philosophy and Semiotics will help to build the knowledge-based society and to ensure the continuity of educated Estonia. As research on these fields has a direct effect on Estonian culture and identity, philosophy and semiotics, like other national sciences, will help to shape Estonian identity and guarantee the preservation and development of our cultural heritage.
The institutional goals of the Institute of Philosophy and Semiotics (IPS) correspond to the general mission of the University of Tartu. By taking into account the specifics of the field of philosophy, the Department of Philosophy contributes to the Strategic Plan 2009-2015 of the University of Tartu:

- IPS ensures that the field of philosophy is both internationally recognized and the best in Estonia.
- IPS is an attractive learning and working environment, with an international staff and student body. In addition to theoretical and practical philosophy and the philosophy of science, DP will develop a competence centre for the history of philosophy (creating a strategic professorship in the philosophy of history).
- In cooperation with the interdisciplinary Centre for Ethics and Jakob von Uexküll Centre, Institute of Philosophy and Semiotics exerts an active influence on Estonia’s economic and cultural life and social development, promoting its research results to the society, developing lifelong learning and incorporating the general public into discussions on truth, knowledge, values and norms through conferences, workshops and an ethics portal (www.eetika.ee).
- IPS will develop its infrastructure together with the Centre for Ethics at Jakobi 2 (Humanities Campus, see Appendix 40), where the working and studying conditions will be modern and meet all necessary standards. All the libraries (DP, DS, CE and Sebeok’s memorial library) will be joined together and situated in the same building.

In order to attain its goals, the following steps will be taken:

- In order to prepare highly motivated student candidates, close cooperation with establishments providing secondary education and with the GTDC (Gifted and Talented Development Centre, University of Tartu) will be maintained, for example when organizing the National Philosophy Olympiad.
- The admission, career and academic counseling support systems will be improved, including the promotion of continuing education and retraining programs. Student mobility and a lifelong learning approach will be supported.
- Marketing activities will be expanded to recruit motivated student candidates for international curricula.
- The professional development of the employees will be promoted, especially abroad. Resources to create new positions are applied for to attract Estonian lecturers and researchers who have defended their doctoral degrees abroad, or who are working abroad.
- IPS actively contributes to UT’s internationalization plans, involving international specialists in teaching and research in order to ensure a high international level of research and teaching, to improve the English language skills of the students and to raise their ability to compete at the international level.
2.3. Distribution of responsibilities in programme development

Distribution of responsibilities in programme development

Opening, managing and closing the curriculum is regulated by the Curriculum Statutes of the University of Tartu (in Estonian at www.ut.ee/livelink_files/7858697.pdf). Opening a curriculum requires the adoption of a draft curriculum with annexes by the Faculty Council and Field Council together with an application for the registration of the curriculum.

Every project of a curriculum is reviewed by the Academic Affairs Committee. The Committee shall:

- give recommendations for the improvement and amendment of the curriculum to be opened;
- request the opinion of other faculties concerned, if necessary;
- make one of the following proposals:
  - advise the University Council to approve the curriculum;
  - advise the faculty to amend the curriculum;
  - advise the University Council not to open the curriculum.

Therefore, the curriculum passes through four different institutions at the University prior to being adopted.

The development of the curricula of the Department of Philosophy is regulated by the Programme Council of Philosophy (see Appendix 5). Minor changes and improvements in courses take place annually depending of the development of the field and changes in academic staff. The minor changes in specific courses of the field are the responsibility of the Department, whereas changes in base modules are regulated by the Faculty Council and the Departments of respective fields.

Major changes in curricula are also authorized by the Faculty Council and Academic Affairs Committee. During the process of curricular development the academic staff of the Department is intensely involved.

Recent major changes in the curricula of the Department of Philosophy were related to curriculum reform in 2007, where all courses were reformulated based on study objectives and learning outcomes.
3. DESCRIPTION OF THE CURRICULA

3.1. Normative documents

At the University of Tartu the design of curricula has to conform to the rules laid down by several normative regulatory documents.

Firstly, the curricula must comply with the requirements laid down in the Standard of Higher Education adopted by the Government of Estonia on 18 December 2008 (decree No 178) (https://www.riigiteataja.ee/ert/act.jsp?id=13099603);

secondly, they have to comply with the Study Regulations adopted by the University’s Council on 26 May 2006 (regulation No 6) (http://www.ut.ee/livelink_files/1374177.htm);

thirdly, they must conform to the Curriculum Statutes passed by the University’s Council on 29 May 2009 (decision No 6) (http://www.ut.ee/livelink_files/7858697.pdf);

the doctoral curricula shall also be governed by the Statutes of Academic Degrees of the University of Tartu passed by the University’s Council on 30 November 2007 (decision No 36) (http://www.ut.ee/livelink_files/1197030.htm).

All curricula provide qualifications meeting the requirements set by the Standard of Higher Education.

3.2. General characteristics

Curriculum in philosophy (bachelor’s studies)

For the curriculum in philosophy, see Appendix 8.

Duration three years, total of credits 120 CP (180 ECTS), registration nr 2438 (6227102).

Degree awarded: Bachelor of Arts in Humanities

Total of compulsory subjects in philosophy as major\(^1\) 29-30\(^2\); average volume of subjects 2.5 CP

Share of elective subjects 6.5 % (8/120)

Total number of exams 38-42\(^3\).

\(^1\) In addition to the major, the philosophy curriculum also contains 2 modules for the study of a minor, in total 32 CP (48 ECTS). The number of courses in the minor depends on the particular chosen curriculum.

\(^2\) The number depends on the chosen elective courses, e.g. language courses which can be 2 CP or 4 CP each.

\(^3\) The number depends on how many elective and optional subjects are chosen.
Written exams (including essays, analyses, research papers) 85%, oral exams 15%
For annotations of the subjects, see Appendix 12.
For lists of compulsory and recommended literature, Appendix 17.

Curriculum in philosophy (master’s studies)
For the curriculum in philosophy, see Appendix 9.
Duration two years, total of credits 80 CP (120 ECTS), registration no 2559 (7227102).
Degree awarded: Master of Arts in Humanities (philosophy)
Total of compulsory subjects: 18 or 20\textsuperscript{4}, average volume of subjects 5.8
Share of elective subjects 5%
Share of practical training 2.5%
Structure of the curriculum: lectures 25%, seminars 75%, and thesis 25%
Total number of exams: 20-22 (depends on how many optional subjects are chosen).
Written exams (including essays, analyses, research papers) 75%, oral exams 25%
For annotations of the subjects, see Appendix 13.
For lists of compulsory and recommended literature, Appendix 18.

Curriculum in philosophy (doctoral studies) new curriculum
For the curriculum in philosophy, see Appendix 10.
Duration four years, total of credits 160 CP (240 ECTS), registration no 80355 (8896212).
Degree awarded: Doctor of Philosophy (philosophy)
Total of compulsory subjects: 9, average volume of subjects 4 CP. (Credits for thesis not included)
Share of elective subjects 5%
Share of practical training 2.5%
Structure of the curriculum: lectures 3.75%, seminars 27.5%, thesis 68.75%
Total number of exams: 10-12 (depends on how many optional subjects are chosen).
Written exams (including essays, analyses, research papers) 70%, oral exams 30%
For annotations of the subjects, see Appendix 14.
For lists of compulsory and recommended literature, Appendix 19.

Curriculum in philosophy (doctoral studies) old curriculum
\textsuperscript{4} The number of courses depends on whether a student has chosen the secondary school teacher specialisation or not.
For the curriculum in philosophy, see Appendix 11.
Duration four years, total of credits 160 CP (240 ECTS), registration no 2649 (8227101).
Degree awarded: Doctor of Philosophy (philosophy)
Total of compulsory subjects: 7, average volume of subjects 5.1. (Credits for thesis not included)
Share of optional subjects 10%
Share of practical training 1.25%
Structure of the curriculum: lectures 3.75%, seminars 27.5%, thesis 68.75%
Total number of exams: 8-10 (depends on how many optional subjects are chosen)
Written exams (including essays, analyses, research papers) 70%, oral exams 30%
For annotations of the subjects, see Appendix 15.

3.3. Curricula objectives and study outcomes

General objectives and study outcomes of BA studies
The general objectives of the curriculum are to provide fundamental knowledge in the field of philosophy and to prepare students for continuing studies on the master's programme.

Study outcomes of the curriculum:
After having successfully completed the programme, the student:
1) has systematic knowledge of the theoretical foundations, main concepts, schools of thought, research methods and current trends of different branches of philosophy, all necessary for the continuation of studies on the master’s programme;
2) is capable of seeing connections between philosophy, sciences, and other areas of intellectual endeavour;
3) knows possible application areas of philosophical competence;
4) has basic research skills such as the ability to analyse and interpret various texts, formulate problems, and construct arguments, as well as academic writing skills in Estonian and at least one foreign language;
5) has the ethical basis for estimating the role of and responsibility for applying one’s knowledge in practical decisions.

General objectives and study outcomes of MA studies
The general objectives of the curriculum are to provide the students with up-to-date specialised education in philosophy, conforming to the best international standards, which will open up a wide field of job opportunities, both in Estonia and abroad, not only in philosophy, but also in the general spheres of science, higher education, the
public sector or business. The MA curriculum prepares students for further postgraduate studies in philosophy at the doctoral level.

Study outcomes of the curriculum:
After having successfully completed the programme, the student:
1) has acquired a systematic overview of the field of philosophy and knows the theoretical developments, concepts and terms, and main areas of research;
2) is capable of applying acquired knowledge in a chosen narrow field of research;
3) is capable of creating and comparing interdisciplinary connections;
4) is able to identify problems related to philosophy and suggest solutions based on specialised expertise;
5) possesses skills and competence in the teaching of philosophy;
6) possesses skills of public (oral) presentation and argumentation in academic and non-academic discussions in Estonian and foreign languages;
7) is capable of continuing to doctoral studies or working in fields where philosophical competence is assumed.

General objectives and study outcomes of the PhD studies curricula
The general aim of the Curricula is to raise the level of PhD students’ learning and skills to the standard expected of speciality professionals and recognised in the international research arena. PhD students are prepared for employment as teaching and/or research staff members of a university or other research institutions, or as lead professional specialists in non-academic establishments. The principal components of research-based education possessed by PhD-holding specialists are state-of-the-art knowledge in their speciality, research skills, a comprehensive scientific worldview and competence in development work, management and teaching.

Study outcomes of the curriculum:
After having successfully completed the programme, the student:
1) knows research methods applied in philosophy, is well acquainted with theoretical conceptions and developments in the area;
2) knows the interdisciplinary connections with areas related to philosophy;
3) is capable of synthesis, applying research methods to new areas of research;
4) is able to present views in the form of research articles and oral presentations in Estonian and at least one foreign language;
5) is capable of lecturing in philosophy at MA and BA levels and supervising MA and BA level graduate theses;
6) has good analytic skills and a critical and self-critical sense;
7) is fluent in academic discussions;
8) has a sufficient competence to fulfil management and teaching tasks.
3.4. Anticipated areas of employment for graduates

The possible fields of employment for philosophy graduates are analysed in greater detail in Chapter 5.5. Since the curricula enable the combination of philosophy as a major with many other specialities as minors, the fields of employment are numerous, extending from academic research to the education, public administration, media, culture, IT, law and economics spheres.

3.5. Requirements for entry into programmes and for the completion of studies, including requirements for graduation theses

Admission requirements are set centrally by the Statute of the University. The admission process is described in detail in Chapter 5.2.

Bachelor’s studies: Completion of secondary education in Estonia or equivalent level of education in a foreign state.

Master’s studies: 1. Bachelor’s degree or equivalent level of education; 2. the competence of the applicants who have a BA degree in some other specialty than philosophy is examined at the admission exam; 3. other criteria and exceptions are described in the Student Admission Rules of the University of Tartu http://www.ut.ee/202320.

Doctoral studies: 1. Applicants must hold a Master’s degree or other equivalent qualification. 2. Admission requirements are set out in the UT Admission Rules http://www.ut.ee/202321.

Besides the general admission requirements of the University of Tartu, the language proficiency of students is also regulated, on the curricula taught in Estonian, as well as the curricula taught in English.

When the Estonian language proficiency of a regular student who has graduated from a school that conducts teaching in a language other than Estonian falls below the medium proficiency level provided in the Republic of Estonia Official Language Act, or the student’s score in the state exam in Estonian as a second language is below 60 percent of the maximum mark, that student shall undertake a programme of intensive study of the Estonian language for one academic year. Regular students going through their academic year of intensive study of Estonian shall be matriculated to the curriculum in respect of which they were admitted at the University and shall then be classed as students in the learning year of intensive Estonian language study. The study period of these students shall be prolonged by the time studied in the intensive Estonian language learning year. Regular students placed in the learning year of intensive Estonian language study shall complete the one-year programme of Estonian language study approved by the Council of the UT Language Centre. Those students shall only proceed to the first learning year of their curricula after the completion of the Estonian language learning year.
Graduation requirements

Bachelor’s studies

The requirements for graduation are the full completion of the curriculum and the defence of the bachelor’s thesis.

The obligatory modules for the fulfilment of the bachelor’s curriculum are one humanitarian field base module (16 CP / 24 ECTS) and the base module of philosophy (16 CP / 24 ECTS). In the narrow field studies, a philosophy narrow field module (16 CP / 24 ECTS) is required, plus as an additional narrow field of some other curriculum at the university. For the speciality studies, one has to choose a speciality module of philosophy (16 CP / 24 ECTS), specialising in one of four areas: history of philosophy, practical philosophy, philosophy of science, theoretical philosophy, plus an additional speciality module (16 CP / 24 ECTS) – either political philosophy speciality module, or speciality module of some other curriculum at the university. That is, in parallel to both the narrow field module and the specialisation module, the student has to choose two extra modules from his/her own or any other BA curriculum of the university. If these modules are chosen from the same curriculum, together with elective subjects they make up a minor (16 + 16 + 8 = 40 CP / 60 ECTS). In addition to that, the curriculum includes two modules of elective subjects (8 CP / 12 ECTS), optional subjects (8 CP / 12 ECTS), and the bachelor’s thesis (8 CP / 12 ECTS).

The requirements for the bachelor’s thesis:

The objectives of the bachelor’s thesis are to give evidence of the students’ theoretical and methodological knowledge obtained during the studies in solving a philosophical problem and to prove that the student is competent to continue to master’s studies.

The specialisation seminar paper of the second year of studies is a preparation for the bachelor’s thesis. The seminar paper can be a report-like work of maximum 20 pages, a background study for the bachelor thesis. The volume of the bachelor thesis should be 30-40 pages without appendices (references, bibliography, concise summary in Estonian and a foreign language and other appendices if necessary). The bachelor’s thesis has to prove the author’s ability of independent research and clearly indicate the personal original contribution. Moreover, it should focus on a single, narrow question within the parameters of the selected topic so that it can be completed within the deadline, enabling the student to show his/her competence in posing questions, using sources in an academic way and handling the existing scholarly literature.

The main body of the bachelor’s thesis must be well structured and consist of the following parts: introduction where the chosen problem, research methodology and sources are described, followed by the analysis and argumentation and/or interpretation of the material, and conclusion. The thesis has to be defended at the public defence. A reviewer is appointed a month before the defence, and a week before the defence the student receives a written review. The defence procedure consists mainly of a debate between the reviewer and the applicant for the degree.

Master’s studies
The requirements for graduation are the full completion of the curriculum and the defence of the master’s thesis.

Obligatory modules of the curriculum are the general studies module (26 CP / 39 ECTS); the speciality module (30 CP / 45 ECTS); optional subjects should be chosen for 4 CP / 6 ECTS. The topic of the master’s thesis and the supervisor will be confirmed at the beginning of the first semester. The development of the master’s thesis is discussed in the master’s seminar.

Requirements for the master’s thesis are:

The thesis should be a bound original text (as a rule, 90,000-144,000 characters in the main text, i.e. 40-70 pages); it may be a further study of the topic already analysed in the bachelor’s thesis, in which case it should demonstrate greater original competence. The master’s thesis must be structured and consist of the following parts: introduction, in which the research problem, methodology and sources are described; analysis and interpretation of the material, and conclusion of the argument, summary in the language of the thesis and in another language, and bibliography. The thesis has to be defended at the public defence. A reviewer is appointed a month before the defence, and one week before the defence the student receives a written review. The defence procedure consists mainly of a debate between the reviewer and the applicant for the degree.

Doctoral studies

The requirements for graduation are the full completion of the curriculum and the defence of the doctoral thesis.

The volume of PhD study is 160 CP / 240 ECTS, of which PhD study makes up 40 CP / 60 ECTS and PhD research 120 CP/180 ECTS. This is the same for both the new and old curricula. The requirements for the doctoral thesis are the same in the old and the new curricula, the differences being in the structure of the modules and the percentage of obligatory courses. The obligatory modules for the new curriculum of PhD study are specialty subjects (24 CP / 36 ECTS), university-wide elective subjects (8 CP / 12 ECTS), practice learning in teaching at university level (4 CP / 6 ECTS) and optional subjects (4 CP / 6 ECTS). The structure of the old curriculum of doctoral studies is the following: obligatory module (34 CP / 51 ECTS) consisting of 5 individually designed doctoral courses in history of philosophy, practical and theoretical philosophy, philosophy of science, (20 CP / 30 ECTS) + elective specialisation courses (14 CP / 21 ECTS), pedagogical training at the university (2 CP / 3 ECTS), and optional subjects for 4 CP / 6 ECTS.

In conducting their research, PhD students are advised by the supervisor or the supervisor and co-supervisor(s) approved by the Council of the Institute of Philosophy and Semiotics. All PhD students are expected to go through an attestation procedure each study year where their research is evaluated based on studies, presentations, conferences attended, articles written during the year, and other activities. The Evaluation Board consists of at least three professors of the department and one invited member of the some other department of the university. Before the attestation, PhD students are to present a detailed study and research plan for the next year. PhD students can be attested or transferred to part-time studies or fail the attestation. In the last case they have an opportunity to present their results and plans once more before the new study year begins.
Requirements for the graduation of doctoral studies include writing a dissertation paper and its defence. The requirements established for PhD theses are set out in the Statutes of the Academic Degrees of the University of Tartu, see http://www.ut.ee/livelink_files/1361030.htm. A doctoral dissertation represents the outcome of independent research that makes a contribution to the general pool of knowledge in its field and is an original solution to a problem that is important in the given discipline, presented as a coherent argument. The dissertation demonstrates the student’s knowledge of his/her discipline and also develops the key transferable skills of research, critical analysis, argumentation, and academic writing. The main findings of the doctoral dissertation should be published in specialised publications of international circulation.

A doctoral thesis may consist of the following: 1) a series of publications supplied with a summary survey or a general introductory chapter; 2) an independent monograph study published in the series of University theses (Dissertationes Philosophicae Universitatis Tartuensis) or by some reputable publishing house. In the latter case, the defence of the doctoral thesis presumes the publication of a minimum of one research article, whereas in the case of dissertation qua a collection of articles publication of a minimum of three research articles is presumed. The articles should appear in leading international publications of the speciality, including: 1) journals indexed in the ISI Web of Science; 2) journals indexed in ERIH (categories A and B); 3) other leading international peer-reviewed journals of the speciality (which have an international editorial board, are disseminated internationally, are indexed in several international databases, and are open to contributions); 4) articles or chapters in peer-reviewed collections of papers published by international reputable publishing houses.

Since the amendment of the regulations in 2007, the defence procedure consists of two stages. At the first stage, the thesis is accepted for the defence if it successfully passes the review process. At least one of the reviewers has to be from outside the home university. The same reviewer(s) may be invited to act as opponent(s) at the second stage, this is, public defence, which consists basically of academic debate. The dissertation and defence are graded by the Council of the Institute of Philosophy and Semiotics. As a minimum, six members with a PhD degree have to be present.

3.6. General structure of the curricula; the aims, comparative weight, proportions and dynamics of their constituent parts (modules) and their development strategy

 Bachelor’s curriculum

See Appendix 8.

The obligatory base studies (32 CP) in the curriculum consist of two base modules, one of which (16 CP) is common for all the curricula in the field of the humanities; the other (16 CP) is the base module in philosophy. Base modules form an obligatory part of the curriculum. In the narrow field studies, a student must take one field module of philosophy (16 CP) and the other may be chosen from any other BA curriculum of the University of Tartu. Narrow field modules consist of a set of subjects required within the field. In studies of the speciality a student must take the speciality module of philosophy (16 CP plus the prerequisite subjects for the module);
the other may be chosen from amongst the other curricula of the University of Tartu. Speciality modules consist of a set of subjects that constitute the basis for the continuation of studies at the Master’s level. A student may take 8 CP of elective subjects from this curriculum or from other curricula of the University of Tartu, among the modules which are marked elective modules. The curriculum also entails optional subjects (8 CP), which can be chosen from all of the curricula at the University of Tartu or other universities in Estonia, and the Bachelor’s thesis (8 CP).

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<tr>
<th>Bachelor’s thesis (8 CP)</th>
<th>Optional subjects (8 CP)</th>
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<tbody>
<tr>
<td>Speciality module 16 CP</td>
<td>Speciality module (16 CP)</td>
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<tr>
<td>Field modules 16 CP</td>
<td>Field modules (16 CP)</td>
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<tr>
<td>Base module 16 CP</td>
<td>Base module (16 CP)</td>
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</tbody>
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**General objectives and study outcomes of the Bachelor’s curriculum modules**

**Base module of humanities**

The aim of the module is to give a general overview of the main fields of humanitarian research and to introduce the basis of European culture, teach students to relate the knowledge of different areas of study, develop the skills of analysis and interpretation of different texts and academic expression in written and oral forms.

Study outcomes

On successful completion of the module the student has:
1) an overview of the basic areas in the humanities;
2) an overview of contemporary European culture,
3) an ability to see interdisciplinary connections;
4) an ability to interpret and analyse texts;
5) a capacity for academic self-expression in Estonian and a foreign language.

**Base module of philosophy**
The aim of this module is to provide students with an overview of the sources of philosophical information, the main branches and styles of philosophy, and philosophical logic.

On successful completion of the module, the student will have:

1) an understanding of the character of the continental history-of-philosophy approach to philosophy;
2) a basic acquaintance with the main problems, concepts, arguments and methods of Anglo-American analytic philosophy of language and epistemology;
3) a basic knowledge of formal logic;
4) a basic knowledge of the main concepts, theories and arguments of ethics, as well as an acquaintance with some classical texts of ethics and an overview of contemporary developments within ethics;
5) an ability to find and apply information from databases and other sources necessary in independent research.

Narrow field module in philosophy

The purpose of this module is to develop students’ knowledge of the history of philosophy, especially German Classical Philosophy and philosophy in the second half of the nineteenth century and the twentieth century; to give an overview of the central concepts, problems, methods of analysis and solutions in social and political philosophy; to introduce students to the basics of the philosophy of science and the main ideas and concepts of analytical philosophy of mind and analytical metaphysics, as well as the basic skills of independent research and writing a research paper in the specialisation seminar.

After completion of the module, the student:

1) knows the main authors and ideas of Classical German Philosophy;
2) has an overview of philosophy in the second half of the nineteenth century and the twentieth century;
3) knows the main concepts and is able to analyse the arguments of social and political philosophy;
4) is capable of applying the main concepts and analysing the theories and some arguments in the philosophy of science;
5) is familiar with central concepts and ideas and is able to analyse some arguments in the philosophy of mind and analytical metaphysics;
6) is able, based on the work in the specialisation seminar, to pose a philosophical problem and find a solution, compile and write a research paper and defend it in academic discussion.

Speciality module of philosophy

The objective of the module is to develop the students’ knowledge in a speciality field (history of philosophy, philosophy of science, practical or theoretical philosophy) through training in author and problem seminars (I-III), preparation for the writing of
the BA thesis, as well as advanced-level courses in phenomenology, aesthetics and the philosophy of science.

After passing the module, the student:
1) is familiar with the main problems and literature in one narrow speciality area of philosophy;
2) is capable of writing an independent research paper;
3) has a good knowledge of selected topics in phenomenology, aesthetics and the philosophy of science.

**Elective module**

After passing the module, the student will have a more profound understanding of a narrower field of philosophy as well as better skills for interdisciplinary work.

**Optional module**

The aim of the module is to give students the possibility to increase their general erudition and to improve knowledge in any area of interest. Students can choose optional courses from all curricula taught in the University of Tartu and other universities in Estonia.

**Bachelor thesis module**

The objective of the module is to develop knowledge and research skills in the speciality area and to promote academic discussion skills.

After passing the module, the student:
1) knows how to work with the specialised literature;
2) knows how to apply the acquired knowledge in the solution of a research problem;
3) knows the principles of compiling a research paper and follows them in the writing process;
4) has specialised knowledge of the field which is a prerequisite for continuation to master’s studies.

**Master’s curriculum**

See Appendix 9.

Obligatory modules of the curriculum are the general subjects’ module (26 CP / 39 ECTS); one of the special subjects modules (30 CP / 45 ECTS); optional subjects which can be chosen from all MA curricula in the University of Tartu and other universities in Estonia (4 CP / 6 ECTS).

**The aims of the Master’s curriculum modules**

**General subjects’ module**
The aim of the module is to develop a systematic overview and thorough knowledge of different branches of philosophy, methods and means of research, research skills, and the capacity for argument construction, academic discussion and co-operation.

On successful completion of the module the student

1) obtains an overview and thorough knowledge of different branches of philosophy, methods and means of research, and is able to apply these;
2) is able to present research results at the MA seminar and to defend his or her views;
3) is able to present his or her views in written papers in Estonian and one foreign language;
4) is capable, having good co-operative skills, of planning and organising discussions, seminars and conferences.

Special subjects’ module 1

The aim of the module is to deepen the students’ knowledge of an elected area of specialisation (the history of philosophy, philosophy of science, practical or theoretical philosophy) in order to prepare the student for the writing of the MA thesis. This module also helps to develop research skills, provides an advanced course in logic, and enables the student to obtain the basics of university philosophy-teaching.

Special subjects’ module 2

As an alternative to the speciality module, students can choose the teacher-training module (30 CP / 45 ECTS) in order to obtain the qualification of a secondary school teacher. The teacher-training module consists of pedagogical subjects and didactics as well as school practice.

Optional subjects’ module

The aim of the module is to give students the possibility to improve their knowledge in any area of interest. Students can choose optional courses from all curricula taught in the university.

Master’s thesis

The objective of this module is to conduct independent research towards the solution of a significant problem in philosophy using the adequate methods and sources available.

As result of this module the student

1) learns how to formulate a research problem (independently or with the help of a supervisor) and to find the adequate methods for solving it;
2) obtains knowledge about how to find and select relevant literature;
3) suggests a justified solution to the problem;
4) writes a thesis conforming to the requirements;
5) obtains the skills of presenting the results and defending his or her views in academic debate.

Doctoral curriculum
See Appendices 10, 11.

The volume of PhD studies is 160 CP / 240 ECTS, of which PhD study courses make up 40 CP / 60 ECTS and PhD research 120 CP/180 ECTS. The obligatory modules for the new curriculum of PhD study are specialty subjects (24 CP / 36 ECTS), university-wide elective subjects (8 CP / 12 ECTS), teacher training at university level (4 CP / 6 ECTS) and optional subjects (4 CP / 6 ECTS).

**The aims of the doctoral curriculum modules**

**Speciality subjects**

These subjects are obligatory to every PhD student of philosophy. The aim of the speciality subjects is to deepen the students’ knowledge of the field and skills to pass this knowledge on in teaching.

**University-wide elective subjects**

The aim of the elective subjects is getting to know local and international science and environmental ethics, acquiring and deepening skills of expression, management and teaching. The list of the elective subjects recommended by the Study Council of the University can be found on the web page of doctoral studies (accessible at http://www.ut.ee/doktoriope/oppekavad/valikained).

**Teaching practice at university level**

The aim of teacher training is to gain practical experience of teaching at the university under the supervision of highly qualified university lecturers.

**Optional subjects**

The aim of the optional courses is to allow the student to choose subjects outside the curriculum in order to widen and deepen the required competence.

**Research**

The aim of research carried out by PhD students is to develop the skills and techniques of conducting independent research. The doctoral student’s research is based on an individual plan which is composed in co-operation with the supervisor. The result of research is the compilation of a doctoral thesis presenting argumentation and an original solution to a specific problem in the specialty field of study, either in the form of a monograph or a compilation of three or more articles with a summary essay. If a monograph is chosen as the form of the dissertation, publication of one article is required.

The curriculum of doctoral studies is rather flexible; changes and replacements in the elective courses module are allowed to ensure that doctoral students can attend lectures which are best in accordance with the research needs.

A certain number of doctoral students still study according to the old curriculum. The old doctoral curriculum has a smaller proportion of obligatory courses and more optional courses; the list of elective courses was not introduced. The old curriculum will be closed on August 31st 2011. All students admitted since 2006/2007 study according to the new curriculum.
3.7. Proportions of contact hours, practice and independent work and their efficiency. Means of realizing creative and research goals

The main study forms in philosophy are lectures, seminars, colloquia, and independent work. A significant part of philosophy studies is independent work with the seminar texts, analysis, interpretation, essay writing, etc. The proportions of different forms of the study process are given in chapter 4.1. More detailed information can be found in the annotations of subjects and course descriptions (Appendixes 12, 13, 14, 15). Practice is applied on the following study levels: secondary school teacher training at MA level, teaching at the university at MA and PhD levels. In addition to regular seminars, research results can also be presented in winter- and summer-schools or student conferences, as well as at the Annual Estonian Philosophy Conference. Papers can be published in the Estonian academic journals Akadeemia, Ariadne Lõng, Haridus, Keel ja Kirjandus, etc., or in special conference proceedings or students’ essay collections. Student initiatives are endorsed by the department. The Ministry of Education and Research and the Academy of Science organise competitions for student research papers where philosophy students have been awarded a number of prizes.

3.8. System for curriculum development

Changes may be made in the curriculum each academic year and the amended curriculum is the version of the curriculum for that academic year. Replacement, deletion or addition of single subject(s) in the curriculum has to be approved by the Faculty Council. Changing the curriculum and/or the name of the speciality, adding a speciality to the curriculum or closing a speciality has to be approved by the University Council.

According to the curriculum statute, development of the curriculum is based on internal evaluation carried out every academic year by the programme manager, and the results are ratified by the program council. Internal evaluation is a systematic and regular monitoring and analysis of study processes, results of which enable clear identification of strong aspects of the curriculum as well as the areas in need of improvement, and that concludes with development planning, implementation and monitoring. The results of internal evaluation form the basis for scheduling activities for curriculum development and compiling curriculum self-analysis.

3.9. Overview of student research

Student research includes work undertaken by students of the master’s and doctoral curricula. Topics of the Bachelor’s theses defended are presented in Appendix 22, 23. For the topics of master’s theses, see Appendices 24, 25. The topics of doctoral dissertations are listed in Appendix 26.
3.10. Strengths and weaknesses of the curricula; an action plan for the development of strengths and elimination of weaknesses

The analysis of strengths and weaknesses is based on the student survey carried out in May 2009. As participation was below 50% (46 replies), the results are not quantitatively representative and therefore percentages are not provided. The results of the annual self-analysis report of the curricula 2007/8 have also been taken into account.

Strengths of the curricula

In the new curricula (adopted in 2007/8) the general objectives and study outcomes are clearly defined. In addition to a wide range of theoretical subjects, the curriculum enables students to obtain several transferable skills like academic writing, languages, oral presentation and academic discussion, general analysis and interpretation skills, etc.

According to the feedback survey, students estimate very highly the wide spectrum of subjects in the curriculum. Specially, systematic and detailed courses in the history of philosophy are appreciated. The general high theoretical standard in comparison to subjects taught by other departments was also emphasised by the students. Many students welcome the possibility to combine philosophy as a major with some other speciality as a minor. The latter is especially important because of employment perspectives: the three-year BA curriculum in philosophy does not provide for a professional career, whereas due to minors in media studies, other social sciences or languages, a philosophy graduate can find a job in the public sector, media and publishing. For the Department, however, the students’ opportunity of studying some other speciality as a minor is financially challenging since the costs of the studies at different faculties of the University are diverse, e.g., at the Faculties of Economics and Law remarkably higher than in Philosophy, and the Department has to cover the expenses via the annual budget processes.

A clear advantage of the curricula is their flexibility: it is possible to tailor one’s personal curriculum according to individual interests and skills. According to the student survey, MA students, in particular, appreciate the individual approach of curriculum design and co-operation with supervisors. Additionally, at the doctoral level much of the teaching is based on a personal approach, on dialogue between supervisor and student. Opportunities to participate in research projects together with senior staff members, to attend international Doctoral schools as well as interdisciplinary Doctoral schools and courses organised by the Faculty of Philosophy of the University of Tartu with the support from European Social Fund, such as Doctoral School of Linguistics and Language Technology, Doctoral School of Linguistics, Philosophy and Semiotics, and the possibility to engage in pedagogical training at university level, including supervising Bachelor’s and Master’s students are appreciated. MA students emphasised the usefulness of the MA seminar.

Philosophical education is appreciated by other departments – many graduates have successfully continued their studies at MA and PhD level in other specialities like
law, media, political science, literature, anthropology of religion and theology. A number of BA and MA graduates have successfully continued their studies abroad.

Weaknesses of the curricula

As students perceive it, the three-year Bachelor curriculum does not offer a concrete benefit on the labour market; this problem is common to most of the curricula of the University of Tartu.

Some of the advantages of the philosophy curricula, so perceived by the students, were seen as disadvantages by other students. For example, some students find the number of courses too large, the curriculum too fragmented, and would prefer more 4-CP courses to the 2-CP courses which currently dominate, especially in the base and field modules of the BA curriculum. Some students find the flexibility of the curriculum frustrating, as the current system presumes high awareness of possibilities and the initiative of students in individual curriculum design. Since some courses at advanced BA level (author and/or problem seminars, elective subjects) are taught together with MA students, some of students are frustrated by the lack of clear boundaries between the study levels. Some students would prefer a curriculum of a narrower specialisation so that one could specialise in practical or theoretical or any other narrow field of philosophy from the beginning of the studies, whereas others, especially those who studied according to previous curricula, complained that because of the narrow specialisation they lack a general overview of other areas of philosophy. In the earlier version of the curriculum, contemporary trends in philosophy were underrepresented. The share of teacher training for those who have not specialised as teachers is perceived as too small. Students would like to have more practical teacher training.

At all study levels, students would like to have better individual supervision. Many problems are related to the choice of topic for the graduation paper – if the topic is not closely related to the rest of the curriculum, the student perceives the curriculum as not being useful. In order to overcome these problems, supervisors are invited to announce possible topics for graduation theses on the institute’s webpage. The specialisation seminar in BA studies is supposed to help students with their choice of research topics, giving them an opportunity to examine some basic texts of a narrow field under a supervisor’s guidance. For a small department like ours, it is quite a demanding task to provide qualified supervision in the wide spectrum of topics in different fields of philosophy.

Doctoral students see the weakness of the curriculum in its wide range of subjects which prevents them from focussing on their individual research topic. Not all doctoral students are motivated to participate in PhD seminars as the topics of the papers the students present are too different from each other and there is too little shared interest in their research.

Elimination of Weaknesses

1. In order to improve graduates’ position on the labour market, the curricula enable to obtain a minor. Students are encouraged to continue their studies at the MA level as the career opportunities for masters are significantly wider.
2. In 2008 the curricula were reformed. In order to overcome the problem of fragmentation, the modules were reorganised to contain more closely related subjects: two 2-CP subjects of a field are taught in parallel, e.g., courses of ethics in the base module. Since 2006 the area of theoretical philosophy has rapidly developed and the curricula have become better balanced in respect of different kinds of philosophy.

To improve the students’ awareness of possibilities, the Study Information System of the university has been developed and it has become a reliable and useful information system and organisation instrument enabling students to gather information about the curricula, the subjects and requirements, as well as to download study materials. Tutors have been appointed to provide freshmen with practical guidance about the organisation and planning of studies. The students also receive help from the co-ordinator of the institute and the teaching staff. All staff members have office hours and they are contactable via e-mail. Information about the curricula, guidelines and requirements are available on the institute’s webpage.

The variety of courses has increased thanks to the growing number of guest lecturers, so both contemporary philosophy and history of philosophy are quite well represented in the current curricula.

3. The quality of supervision has received a lot of attention, both in the department and in the university in general. The University has provided refresher courses for academic personnel in supervision and general teaching methodology. Staff members have attended international training programmes.

4. Currently additional teaching skills can be obtained via choosing relevant optional courses.

5. The quality of doctoral studies has been discussed thoroughly at the university. As a result of the discussions, numerous relevant elective subjects have been created, the evaluation criteria of doctoral students’ annual progress have become more transparent, more attention is paid to annual attestation, more students are involved in research projects, doctoral schools, international exchange programmes, and more dialogue occurs between the students and the teaching staff. Every year since 2005, three PhD students of our department have been engaged in the interdisciplinary Doctoral School for Linguistics and Language Technology. In order to motivate the students and promote their research, the Department encourages Chairs to organise more specialised seminars.

6. The Programme Council analyses all the curricula and continuously develops them. Student representatives participate in the work of the Programme Council. Curricula are developed with a deeper consideration of students’ interests and opinions.
# 4. STUDY PROGRAMMES AND PRACTICES

## 4.1. General characteristics

<table>
<thead>
<tr>
<th>General characteristics</th>
<th>Bachelor studies</th>
<th>Master studies</th>
<th>Doctoral studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of weekly auditorial work hours during a semester (in academic hours) (spring 2009)</td>
<td>20</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>The maximum number of courses during a semester</td>
<td>12</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>The mean amount of weekly independent work (in academic hours)</td>
<td>16</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>The number of students participating in auditorial work during the semester</td>
<td>6 (seminar) - 242 (courses of base module of humanities)</td>
<td>10-25</td>
<td>4-50</td>
</tr>
<tr>
<td>The total amount of individual written work done during studies (in academic hours)</td>
<td>500</td>
<td>1000</td>
<td>2000</td>
</tr>
<tr>
<td>Mean duration of a stable schedule for lectures</td>
<td>semester</td>
<td>semester</td>
<td></td>
</tr>
<tr>
<td>The availability of textbooks, the percentage of courses with no textbook</td>
<td>It is not possible to bring out a percentage, see comment below and bibliography of the courses in Appendixes 17-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of courses with freely purchasable Estonian textbooks</td>
<td>21% of all compulsory philosophy courses: FLFI.00.001 Introduction to Philosophy, FLFI.02.003 Basics of Ethics, FLFI.03.007 Philosophy and Methodology of Science, FLFI.02.008 Introduction to Social and Political Philosophy, FLFI.03.009 Introduction to Analytical Metaphysics and the Philosophy of Mind.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of courses with a textbook (in a foreign language) available to at least 25% of the participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percentage of courses with a textbook available to at least a fifth of the participants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment: In philosophy, most of the courses use compendia of books, several introductory books and reading materials are used, which are listed under course materials. MA and PhD studies are mostly based on individual learning and materials are chosen according to the research topic. Lecturers also use separate chapters of books or articles and these materials are mostly made available in SIS to students registered to the courses in .pdf formats and all of these are accessible for copying in the coordinator’s office and/or department library. There are Estonian textbooks for the courses of the base module of humanities.

The number of students (BA and MA) finishing in a nominal period and with *cum laude* (only the graduates of Bologna system are listed)

**BA (3+2)**

Nominal period taken into account: 3 years of studies (may contain academic leave(s)).
Graduates within nominal period

Graduates with cum laude

Graduation year | Graduates | Foreign students | Graduates within nominal period | Graduates with cum laude
--- | --- | --- | --- | ---
2006 | 7 | 1 | 4 | 0
2007 | 11 | 0 | 9 | 7
2008 | 23 | 0 | 20 | 2
2009 (spring only) | 13 | 1 | 10 | 1

| Graduation year | Graduates | Foreign students | Graduates within nominal period | Graduates with cum laude |
--- | --- | --- | --- | ---
2008 | 7 | 0 | 5 | 5
2009 (spring only) | 4 | 0 | 2 | 1

MA (3+2)
Nominal period taken into account: 2 years of studies (may contain academic leave(s)).

On BA level, first students graduated in 2006. Accordingly, at MA level, the first students graduated in 2008.

At PhD level, there are too few students to provide statistical analysis. For general data, see Appendix 28. Also, it’s not possible to graduate cum laude at PhD level (in UT, doctoral dissertations are not graded).

4.2. Principal teaching and learning methods and techniques for their implementation

At the Bachelor’s level the main methods are: lectures, seminars (including oral discussion of reading materials), various types of homework together with oral presentations to the class, individual consultations (especially individual supervision during the writing of a Bachelor’s thesis), written papers (essays, reviews). The skills of writing an academic paper are taught in several courses (Base module of humanities, Oral and written expression in Estonian, Specialisation seminar and Graduate seminar). The use of different study methods depends on the character of the specific course that is being taught and on the curriculum in which the course is held. In the Open University, web-based courses are very popular and useful (introductions to epistemology and social and political philosophy, for example, are taught in WebCT and Blackboard environments).
Seminars combine students with similar interests, provide an opportunity to discuss necessary theoretical texts for research, and enable students to prepare for the writing of their theses. In the specialisation and graduate seminars, students discuss each others research topics and help to formulate questions and limit the scope of research.

At Master’s and doctoral levels, the proportion of lectures is smaller. Most courses combine lectures, independent home assignments, and discussions in the seminars through individual presentations. Whereas at the Bachelor’s level the possibility of giving individual feedback to students is smaller due to the larger number of students per course, individual supervision and feedback in the Master’s and doctoral programmes comprise a very important part of the curriculum. The specialisation courses and reading courses are mostly held under individual supervision, but these curricula also include the MA and PhD seminars, where students discuss each other’s research topics and help to formulate questions and limit the scope of research.

All lecturers are also involved in scientific research in the topics they teach and are therefore well acquainted with contemporary scientific theories and recent findings. This assures that the contents of the courses are up-to-date and the quality of teaching remains high. Furthermore, after the completion of each course students have to evaluate the contents and workload of the course (in SIS, see Appendix 20). They can also point out the strengths and weaknesses of the course or the lecturers and give suggestions for improvements. The evaluation is anonymous and the results are forwarded to the lecturers after all the participants have been graded.

The principal document that regulates the teaching of degree programmes and other matters concerning studies at the University is the *Study Regulations* (full text in English at [http://www.ut.ee/livelink_files/1374177.htm](http://www.ut.ee/livelink_files/1374177.htm)). The Regulations set out general requirements for regular, Open University, and full- and part-time programmes. They stipulate the rights and obligations of the teaching staff and students concerning studies, the procedures for admission, dismissal and academic leave, for examinations, the defence of graduation papers as well as other general norms related to studies. The document also regulates matters concerning the timetable and the order of registration for examinations and pass/fail evaluations.

The overall structure of the Bachelor’s curriculum is constructed so as to balance the workload during the autumn and spring semesters. Students at the beginning of studies also have to attend more lectures, to ensure they have good background knowledge, leaving more free time for working on their research papers during the last year. However, as students are free to choose when they complete certain subjects, they can sometimes unbalance their workload.

### 4.3 Forms and arrangements of study. The academic calendar and registration, information channels

Studies take place by way of class-work (e.g., lectures, seminars, and colloquia), practical work and independent work where the student is independently engaged with the acquisition of knowledge and the solving of problems in accordance with instructions provided by a teaching staff member. At the University of Tartu there are two forms of study. Regular studies require class attendance by students on an
everyday basis, although participation in lectures is not (generally) obligatory, while participation in seminars is. If the students have missed too many seminars, they might be given a possibility to do extra work (usually in written form), or their grade will be decreased.

The teaching and learning process at the University follows the Academic Year Calendar approved annually by the Rector. The academic year commences on 1 September and ends on 31 August and is divided into two 20-week semesters - the autumn semester and the spring semester. The academic calendar also establishes the beginning of the academic year (the Monday that falls closest to 1 September), deadlines for registration for subjects by students of the first year, the end of Christmas holidays and the autumn semester as well as the beginning of the spring semester, deadlines for registration for subjects and the end of an academic year. After a week of vacation, the spring semester usually starts on the second week of February and lasts till the end of June. Classes usually end a week before Christmas; the examination period lasts for the entire month of January. The auditorial work of the spring semester ends on the last week of May and June is mainly for exams and defending graduation theses.

For the development of a student-centred system and improvement of the availability of information the Study Information System (hereinafter SIS) was set up in 2002 (see the general description of SIS in Appendix 21). All students admitted to the University are given a password and username for the system. SIS contains descriptions of all subjects taught at the University of Tartu and provides the following information: subject title, load and code; name of teaching staff member responsible; information about course requirements, prerequisites, detailed plans, recommended lecture materials, links to the electronic lecture materials etc.; timetable, place and weeks of the class work and practical work sessions; and time and place for sitting the assessment of learning outcomes.

For participation in either compulsory or optional courses, students must register in SIS. Registration for courses taught in the autumn semester of the following academic year commences on 15 May of the current academic year and registration for the courses taught in the spring semester of the current academic year on 15 December of that academic year. First-semester students must register for their courses within two weeks of the start of the academic year. Students are allowed to register or delete themselves from the list only if less than 10% of course class work has taken place. Additionally, notifications about changes in timetables, contents etc. can be sent to all students who participate in a course via SIS. The curricula, instructions and recommendations for students are also available on the Institute’s homepage (http://www.fl.ut.ee/flfi/).

When a student place allocated to a curriculum (either state-commissioned or non-state-commissioned) becomes vacant, it shall be filled by means of public competition. Vacant student places may be filled during the first four weeks of a semester. The rules of the competition shall be established by the Faculty Council. Applications to a vacant student place may be presented by the following: regular students of the University of Tartu (including part-time regular students who meet the requirements of full-time study as well as regular students seeking a transfer to another curriculum), persons seeking rematriculation, persons transferring to the University from other institutions of higher education and external students.
Besides SIS and the Institute’s homepage, Bachelor’s (according to the years of admission), Master’s and Doctoral students have their own mailing lists through which coordinators of the Institute of Philosophy and Semiotics (IPS) can inform them about study regulations, send notifications, etc. Lists also enable students to discuss study issues among themselves. Our students also have their own internet forum at http://www.fl.ut.ee/377007. E-mail communication is actively used with professors and lecturers.

4.4. Applied assessment methods. Analyzing, evaluating, and ensuring the objectivity of study results

The assessment and grading of study results is regulated by the Study Regulations of the University of Tartu, which stipulate examinations and assessments as forms of test, the procedure for taking them (oral or written form, conditions for permission to take examinations, etc.), the rights of the teaching staff and of the students who take examinations, the procedure for taking graduation examinations, the procedure for defending diploma papers, bachelor’s, master’s and doctoral theses, a six-point scale for the differentiated evaluation of study results (with corresponding wording and description), and the procedure for the application of the grading system. The application of a six-grade system with clear assessment requirements appears to be clear and understandable to both local and foreign lecturers.

Grading system

<table>
<thead>
<tr>
<th>Grade</th>
<th>Verbal definition</th>
<th>Acquisition in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>91-100</td>
</tr>
<tr>
<td>B</td>
<td>Very good</td>
<td>81-99</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>71-80</td>
</tr>
<tr>
<td>D</td>
<td>Sufficient</td>
<td>61-70</td>
</tr>
<tr>
<td>E</td>
<td>Poor</td>
<td>51-60</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0-50</td>
</tr>
</tbody>
</table>

By means of the SIS database students can observe the progress of their studies in the framework of a curriculum. The teaching load within a curriculum per one standard academic year is 40 credits (60 ECTS). Students can study full-time (by the end of each year the student must complete at least 75% of the standard workload, i.e. at least 30 credits) or part-time (by the end of their first year students must have passed at least 10 credits’ worth of the compulsory subjects of their curriculum and by the end of the second year, a total of at least 20 credits’ worth of the same). Students’ progress in pursuing their respective curricula is assessed at the end of each semester. Students who have not taken sufficient credits will either be moved to a part-time study place which is not state-commissioned or, if they have passed less than 50% of the study load, they will be exmatriculated.
Exams

The majority of courses taught in the department end with an exam. Most of the exams are in written form. There are different kinds of exams: general exams at the end of courses including all the material covered during the course and exams where the grades are based on seminars, written papers, home assignments, etc. (i.e. the accumulation of points from separate smaller assignments plus a larger assignment, for example, an essay or presentation) are both widely used. Most of the written exams involve the analysis of two or three topics that have been studied during the course. Such analyses should be well-argued and analytical. Multiple choice tests are used only in first year introductory courses. Some of the written exams take place with open materials (students can use their notes). Some courses end with a pass/fail evaluation, which means that no grade is given; most typically this is the case with optional subjects or language classes. Some of the courses also take into account participation in seminars as part of the grade.

Written papers (essays, overviews, annotated translations)

Since it is crucial for a philosopher to be able to interpret and present arguments in correct written form, philosophy curricula contain a significant amount of writing tasks on all levels of study. The students are given sufficient feedback.

Oral presentations

In many cases written home assignments are presented orally to an audience. Often fellow students are involved in the assessment process, as they provide feedback on the presentation. The emphasis is both on the content and on the form, i.e. presentation and public speaking skills that are of crucial importance for academic professionals.

Research

In addition to written papers, students enrolled in the Bachelor’s programme have to write a Specialisation seminar paper (4 CP / 6 ECTS), Graduation seminar paper (4 CP / 6 ECTS) and Bachelor’s thesis (8 CP / 12 ECTS). Students in Master’s programmes must write and defend a Master’s thesis (20 CP / 30 ECTS). Doctoral students have to write a Doctoral thesis (120 CP / 180 ECTS) and also research articles. The student carries out a research project on which the paper/thesis is based under supervision. Upon approval by the Council of the Institute, the supervisor may come from outside of the Institute. The supervisors certify the titles and the research areas with the students and all of the titles are certified after the supervisor has given a short overview of the topic at the institute council meeting. This is done to avoid titles which are not certain (not analysable or too large) and to make sure that all students make contact with the supervisors at the beginning of the school year and find suitable specialisation courses to attend. See the lists of defended theses in Appendixes 22-26.

Public defence
Bachelor’s, Master’s and Doctoral theses are defended in front of the grading committee and an audience. Most of the theses are admitted for defence after a “trial” defence, to ensure that the paper will be properly completed in due time and also to offer advice for improvement. The procedure of public defence enables the evaluation of whether the student is able to present the results and conclusions of their study understandably and intelligently and to defend their opinions. The defence includes an opponent’s review and discussion.

APEL

A student may apply for accreditation for the completion of a course or part of the curriculum based on prior learning or work experience accomplished elsewhere (APEL). Transferability of earlier studies and work experience is regulated by “The Regulations of the Accreditation of Prior Learning or Work Experience accomplished elsewhere (APEL) and fees at the University of Tartu” (approved by the University Council decree no. 39 as of December 21, 2007). Prior learning or work experience accomplished elsewhere is evaluated by the lecturer teaching a similar subject or a committee convened by order of the head of the institute. The committees can, if need be, include in their work outside experts. The accreditation of prior learning or work accomplished elsewhere occurs if the learning outcomes achieved, or the work experience gained, corresponds to the goals of the course(s) and/or curriculum.

Most cases of APEL deal with (a) the transfer of credits from study abroad, (b) the verification of earlier studies in another degree program or another university (mostly within Estonia), (c) the transfer of courses taken at other Estonian universities (primarily because the necessary course was not being taught in Tartu at the time), and (d) the accreditation of some kind of work experience (in most cases this involves simple internships).

4.5. Monitoring the study process and its level. Ensuring the uniformity of the actual study load

The gathering of feedback from students on courses and teaching is regulated by the UT teaching and course evaluation regulations that took force on September 29, 2005. These regulate the procedures of teaching and course evaluation, the analysis of questionnaire results, disclosure and usage. The aim of the regulations is to assure regular feedback from students on their studies and the improvement of the quality of education based on the information received.

Evaluation is based on the questionnaire (see Appendix 20). The questionnaire has two parts: Part A which contains questions on the particular course and lecturer (multiple choice questions), and Part B that contains open-ended questions. Students complete the questionnaire in the SIS before their exam/pass-fail assessment in that particular course. Completion of Part A is obligatory for students. Students can register for courses in the next term only after having evaluated all of their courses in the current term. This system ensures that all students share their opinion.

The analysis and disclosure of the results of Part A is organized by the Academic Affairs Office. The results of Part B are available in the SIS, for each particular
lecturer solely, after the disclosure of the exam and pass-fail assessment results in his or her course. Based on the results of Part A the following reports are presented: a general report, a report by every faculty structural unit/college, a joint report on courses and lecturers of each structural unit, and a lecturer’s report. The results of the questionnaire are meant to be used by the lecturer for improving the quality of his or her teaching, and in order to perfect the content and format of his or her course. The Department’s academic personnel, however, do not regard the questionnaire very highly as it is compulsory for students and those not interested in filling it might enter haphazard information (they cannot register for new courses before having filled in the questionnaire). Therefore, the feedback may be unreliable. Moreover, most students do not fill in the non-obligatory part, which enables them to give feedback in free form. Some professors have mentioned that previously when the feedback was written in class on paper, students gave more feedback in free form. Perhaps some more reliable means of feedback should be introduced, or Part B should also be made obligatory.

The study process is also monitored regularly by the Programme Council of the programme that contains representatives of the staff, students of the programme, and representatives of employers. This is an advisory committee that analyses the outcomes of the programme and suggests changes in the curriculum (see Appendix 6).

4.6. Organization of practice in the speciality and aspects of professional qualification

The bachelor curriculum in philosophy does not at the moment require the passing of official internship. It’s possible to use APEL procedures in order to get credit points for work practice as an elective.

At MA level assisting lecturer(s)/professor(s) in teaching a lecture or seminar is required (FLFI.00.046, 2 CP / 3 ECTS), at doctoral level the teaching of a lecture or seminar under the supervision of a professor is required (FLFI.00.054, 4 CP / 6 ECTS). Via practical tasks related to teaching philosophy at university the post-graduates learn how to design a study course, how to apply the teaching methods and how to assess the results in practice.

4.7. Strengths and weaknesses of the organization of studies. Actions taken to address weaknesses and enhance strengths

Strengths of study process

The study process has become quite well organised. Information about the curricula and subjects as well as particular courses is accessible via the Study Information System (SIS). Detailed syllabi/course descriptions, timetables, as well as detailed descriptions of homework, course literature and different course materials are accessible via SIS or lecturers’ websites. Most general information about conferences, workshops, etc., is accessible via the department website (www.fl.ut.ee/flfi).
The possibility to combine philosophy with some other speciality as a minor can be seen as a major strength because it improves the prospects of the graduates on the labour market, and also enables students to carry out interdisciplinary research. In philosophy a student can specialise either in the history of philosophy, philosophy of science, practical philosophy, or theoretical philosophy.

The development of research skills is in focus at all study levels. The curricula presume a significant amount of independent work: reading, interpreting and analysing various texts, writing essays, seminar papers, theses, formulating arguments, etc. On the other hand, oral presentation and academic discussion are practiced in the seminars, workshops, colloquia and conferences. Foreign languages are regarded as an important part of the curricula. As many courses are taught by guest lecturers in English, the students can improve their language skills in philosophy seminars.

Students get feedback on their essays, exam papers and presentations at all study levels. Especially in Master’s and Doctoral studies, assessment is based on individual assignments. Many conferences, seminars, colloquia and workshops are organised together or by the students, and they are encouraged to present their research results in different forums in order to get more feedback. A doctoral colloquium was organised by the Centre for Ethics with the support of the Volkswagen Stiftung in 2001, it continued to run until 2006. In the years 2005-2008 our doctoral students have participated in the interdisciplinary Doctoral School of Linguistics and Language Technology at the Faculty of Philosophy, University of Tartu, supported by the European Social Fund. In 2009, two applications for new interdisciplinary doctoral schools have been submitted – in addition to Doctoral School of Linguistics and Language Technology we participate in the Doctoral School of Linguistics, Philosophy and Semiotics. Also, the Department’s theoretical seminar, open for presentations from all doctoral students as well as staff members, serves the purpose of quality improvement of the studies.

Master’s and Doctoral students participate in teaching as part of their pedagogical training. Occasionally they take part in the review and supervision process of the Bachelor’s and Master’s theses. In order to improve the quality of theses and to prepare the students for the public defence, most theses from Bachelor’s to PhD go through a “trial defence”.

**Weaknesses of the study process and the activity plan**

As the University of Tartu as a whole is a large and complicated institution, it is necessary that the study process at all its levels is well organised, regulated and co-ordinated. However, for a small flexible unit such as the Department of Philosophy, the study process is in some respect over-regulated. For instance, according to the university regulations, detailed examination schedules have to be announced six to nine months in advance. Contrary to its aim, such an early announcement might limit students’ opportunities to choose relevant subjects, because the students do not register to the courses, exams of which coincide. If the examination schedules were made a subject to negotiation with students, it would be possible to make adjustments.

As noted in chapter 3, individual supervision still needs more attention, in addition to professional competence, the supervisors need to develop their pedagogical skills, and
therefore we welcome new university-wide training courses for supervisors and strongly recommend our teaching staff to take part in these.

As our previous experience on guiding the selection of research topics and supervision in the BA and MA programmes shows, students greatly profit from specialised seminars and discussions in small groups. Similar approach, small specialised seminars at the Chairs, students’ active participation in the research projects of the Chairs, needs to be developed for the students in doctoral studies.
5. STUDENTS

This analysis focuses on the period from 2002, when admission to 3+2 curricula started. It should be noted that admission and teaching were conducted

- at several academic levels (bachelor’s, master’s, and doctoral);
- in several forms of study (in bachelor’s and master’s studies both non-distance (regular) learning and Open University);
- on state funded and non-state funded bases;
- according to ranking lists and, from 2005, according to the threshold system, with the threshold value changing every year;
- for some time in two parallel study systems (4+2 and 3+2), since for bachelor’s studies the 3+2 system was adopted in 2002 but for master’s studies only in 2005.

All this diversity might make the proper comprehension of the overview of admission and teaching students rather complicated.

5.1. General Characteristics

1. With the adoption of the threshold value system in bachelor’s studies admission in 2005, it is no longer possible to talk about competition in the traditional ranking-based sense. State examinations taken at the end of secondary school determine the possibilities and outcomes of applying for a given speciality; only students with scores high enough to surpass the threshold of the chosen speciality and to fill a student place will apply for admission.

In master’s and doctoral studies, students are still admitted according to ranking lists. In master’s studies in 3+2 curricula nearly all applicants have filled the requirements for a state-funded place; in 2005 and 2007 some places were left unfilled due to a lack of applicants, which means that the average competition was one person per place.

In doctoral studies the situation is more complicated. The number of state-funded places has been two per year, and in some years there have been more than two applicants, while in other years only one, but all in all the competition is more than one person per place, thus all qualified applicants have not been able to fill state-funded places.

2. The tables with data concerning admission, drop-outs and graduates throughout the years have been attached to this document as Appendix 28.

The table does not show the proportion of part-time students because it is rather marginal and more tied to the form of study than to the curriculum. The reason for the number of students studying part-time is obvious – it is hard to balance full-time studying with family and work – and this number is quite high among Open University students (approximately one-third of the whole: there are 18 part-time students and 32 full-time students in the Open University bachelor’s studies altogether). In non-distance bachelor’s studies there are at present four part-time
students, all of whom have transferred from full-time to part-time study because they have been unable to fulfil the requirements (in other words, they did not intend to study with a partial study load). In master’s and doctoral studies there is at the moment one part-time Open University master’s student as well as one part-time doctoral student.

The average age of students differs between study forms and levels. In regular learning, the average age of admitted students is 19-20 years in bachelor’s studies, 23 years in master’s studies and 26 years in doctoral studies. The average age of admitted students to the Open University has been 27 years in bachelor’s studies and 30 years in master’s studies.

The male-female ratio of students is roughly one-to-one.

The data concerning dropping out is also found in Appendix 28. As a remark it should be noted that between 2002 and 2006 admitted students had to notify the university if they wanted to give up their study place. However, many of them failed to do this. Thus those students who did not actually come to study were matriculated, which artificially increases the percentage of drop outs. From 2007 all the students surpassing the threshold are required to confirm that they will accept the study place, so the statistics from 2007 and 2008 are more reliable (although it is still too early to say anything conclusive about these years). Generally it can be said that the actual drop out percentage in philosophy is 25%, which is about the same as the rest of the world in the same field. In master’s and doctoral studies where one is expected to take studies more seriously to lead up to an academic career, the drop out percentage decreases considerably, although due to the small number of doctoral students admitted each year, one to two, nothing statistically reliable can be said about doctoral studies.

There have been five international students in bachelor’s studies admitted over the years, three of them from Finland, who never actually came to study or quit their studies fairly quickly after admission. The other two were international students only formally, actually being Estonian students who graduated from secondary school in a foreign country. Both students have finished their bachelor’s studies by now; they make up 1.4% of all the students who have studied in bachelor’s studies. There have been no international students in master’s or doctoral studies. While there are many international and international exchange students taking several subjects from the philosophy curriculum every year, they do not count here because they are not officially admitted to the philosophy curriculum in UT.

5.2 Admission requirements and measuring the level of applicants

The students of the University of Tartu are admitted according to UT admission regulations (http://www.ut.ee/livelink_files/7741210.pdf (in Estonian)). These regulations are updated on a yearly basis.

Admission to philosophy bachelor’s studies (non-distance study) is based on a threshold value system founded on state examinations of an upper secondary school
(this process is organized by UT Student Admissions). There are no complementary entrance examinations.

The threshold value is a minimum score necessary for admission to the chosen speciality. All student applicants who have chosen a curriculum where the threshold system is employed and whose score is equal to or higher than the score required to enter a chosen curriculum secure admission to a state-funded or non-state funded study place offered by UT. On special conditions (regardless of the threshold value), students are admitted if they have won a national Olympiad or have received 80 or more points in the academic test.

This year (2009), in philosophy non-distance bachelor’s studies the threshold is 80 points for a state-funded place and 60 points for a non state-funded place; in calculating this threshold value, the results of three state examinations are taken into account (the weight of each exam is noted in parentheses):

1. Essay in Mother Tongue (33,333%)
2. Foreign Language (English, German, French or Russian) (33,333%)
3. Either History (33,333%) or Mathematics (33,333%)

At the Open University all bachelor’s studies places are non-state-funded, thus for admission it is only required to surpass the non-state-funded threshold (60). For student applicants who have not taken the state examinations, the relevant final grade on the secondary school diploma is counted instead.

The Department’s experience shows that the threshold value should not be too low or too high; in both cases problems arise. In the first case, there could be an excess of applicants, since it is too easy to get admitted; in the second case, there is a threat of not filling the number of state commissioned places. After 2005, when there was a record number of admitted students (namely 106, about one-third of whom did not actually start their studies), the threshold value was fairly high for the next three years (83, 86 and 84). In those years the number of students admitted was not sufficient to fill the state commissioned study places. In 2009 the threshold value was 80 points and there were enough applicants.

In master’s studies, the state-funded study places are filled according to ranking lists; all applicants who have surpassed the minimum threshold value of 60 points are admitted to non state-funded places. The curriculum is open to all applicants with a bachelor’s degree (not only those with a degree in philosophy). Students who have graduated cum laude are admitted automatically.

Admission Conditions:

1. Average grade of the last study level (33,333%)
2. Draft of the master’s thesis (33,333%)
3. Admission examination (33,333%)

Admission to doctoral studies is based on ranking. The curriculum is open to all applicants with a master’s (or equivalent) degree (not only those with a degree in philosophy).
Admission Conditions:

1. Admission examination (interview based on a draft of the doctoral thesis) (50%)

2. Written works (published works, works accepted for publication, master’s thesis etc.) (50%)

The level of the applicants has not yet been a problem, but soon we might find it hard to find enough good applicants, since the number of secondary school graduates is predicted to decline yearly during next ten years.

5.3 Student counselling and tutoring

A prerequisite for success at university entails being well-informed about both the options for completing the curriculum and one’s rights and responsibilities as a student.

Counseling on the organization of studies is carried out by staff working at the dean’s office and institutes who are the immediate information providers for the students when it concerns their studies. In order to provide counseling for the students at the Open University there are Open University coordinators in different faculties.

Each member of the teaching staff of the division in the academy has office hours once a week, information about which is made public in SIS. Each division has a notice board where all ongoing information for the students is displayed.

In the first week of each academic year there is a so-call freshmen week for new students. Students can gain important information at the information stands in university buildings on the location of lecture halls, student loans and even accommodation.

In addition, all first year students get an information folder which contains resources on the issues concerning their academic work, organization of studies, structure of the BA curriculum, registration for courses, exam regulations, applications for student loan, possibilities to study abroad, etc.

There are also tutors who assist freshmen and foreign students. Tutors are students of senior years who have completed special training and organize information briefings on the organization of studies, students’ rights and responsibilities and the study information management system.

Relevant information on the organization of studies, structure of curricula, selection of a minor, and other topics related to academic work can be obtained from the student advisor working at the department of academic affairs. There are information booklets in the students’ advisor’s office on admission, curricula, exam regulations, grants, health insurance, etc.

Information on the possibilities to study abroad can be obtained from employees at the international student office. International student services deal with mediating foreign grants and study options and organizing students’ academic foreign exchange.

There is a career counsel working at the University of Tartu counseling service center who gives advice on seeking jobs or practice placements, career planning, CV writing,
etc. In addition to individual counseling the center also organizes seminars and training. At the center the students can get information on employers and literature on career planning.

There is also a student psychologist working at the University of Tartu. Students can turn to the psychologist when they have problems with motivation, time management, anxiety or stress, and relations with friends or parents.

Students can also provide feedback on the study regulations. There is a special feedback form on the university website which can be used to make suggestions, draw the attention of the department of academic affairs to certain drawbacks in study regulations, praise somebody, etc. Constructive feedback enables a fast response to problems and thus fast solutions.

5.4 Student workload and progress in studies. Reasons for dropping out. Academic mobility.

1. The work volume required in philosophy courses generally meets the volume of the course (1 credit=40 x 45 minutes of work). However, the courses taught at the Department of Philosophy seem to require more work than courses with a respective volume in other specialities (social sciences, foreign philology). This partly follows from the nature of philosophy and is therefore inevitable. Student workload is certainly increased by the large number of two-credit subjects at bachelor’s level. We endeavour to find a way to join introductory courses together to make switching from one course to another less time consuming for the student.

2. The students who stay here to study (do not drop out during their first three semesters) do not progress abidingly well. Graduating bachelor’s studies in four years instead of three has become almost a rule (master’s studies respectively in three years). The extra year is used for additional research, taking courses in a minor speciality or studying abroad. Graduating is problematic in doctoral studies, since not many students graduate in four years. To some extent this is due to the requirements for the thesis – publishing articles in the international peer-reviewed journals takes time, in the natural sciences where the articles are written as result of group work this is not a problem, whereas in the humanities publishing an individual research paper is far more complicated and therefore finalizing a thesis requires some years in addition to the nominal time of studies.

When developing the curriculum and specifying the volume of courses, the Department takes into account the feedback given yearly on courses and the curriculum (at the end of every course, each student fills in a feedback form available on the Study Information System). Annual self-assessment reports are based on the feedback and the curriculum is updated as necessary.

3. The most common cause for dropping out of bachelor’s studies is the wrong choice of speciality. The problem is probably rooted in a deficient career and study advice system in secondary schools. Many high school graduates choose their speciality relying on their imagination of the speciality, without thoroughly investigating what is actually taught and dealt with in the subject area. Quite often this is followed by disappointment in the speciality and the student leaves the university. The problem could be prevented by enhancing the understanding of philosophy
among secondary school students; philosophy should be represented on the secondary school curriculum, and our Department has worked on behalf of this for some years (see 5.7).

Other important causes for dropping out are economic (student has to work in addition to or instead of studies, since financial support from the state and/or scholarships are not available for everyone) and personal (family, health).

The wrong choice of speciality is not common in master’s and doctoral studies; other causes affect students at all study levels.

4. Academic mobility inside Estonia is quite minor among non-distance students. Philosophy is taught at only two Estonian universities and students try to choose their town of studies – Tartu or Tallinn – at the beginning at least for three years, taking into account their residence and financial opportunities.

This does not hold for Open University students. Most of them do not live permanently in Tartu and it is more convenient for them to take some of the compulsory general courses – e.g. foreign languages – or a minor speciality near to home. This opportunity is used constantly by many students; most often they study as visiting students at Tallinn University but also at University of Tartu Viljandi Culture Academy or Pärnu College and at Tartu Art College.

At international level, the Department of Philosophy has three student exchange contracts (Konstanz 2007-2011; Helsinki 2007-2010; Turku 2008-2013). Students have taken advantage of the opportunities to study in Konstanz for one or two semesters, mostly in master’s or doctoral studies. Studying abroad has not been common among philosophy students in bachelor’s studies. The most popular countries for studying abroad have been Finland and Germany. (cf Appendix 29 for the list of foreign universities which have student exchange contracts with the University of Tartu.)

In autumn 2009 we will start a new international master’s programme in English called “Theories of Good Societies”, coordinated by University of Helsinki, in collaboration with other Nordic and Baltic universities (cf. Appendix 27). The mobility of our master students will certainly increase due to the programme.

5.5 Specialised work opportunities for graduates

In philosophy the opportunities to find work depend on the level of graduation. Bachelor’s studies offer in three years only an introduction to the subject and do not imply specialised work. However, our graduates do work successfully in other humanities close to philosophy and in minor specialities chosen during bachelor’s studies. Bachelor’s studies give no other opportunities for specialised work, so continuing in master’s studies is expected.

There are wider opportunities for the graduates of master’s studies. It is possible to enter the profession of philosophy teacher at secondary school and begin working as a teacher. Likewise, it is possible to start with some other job which requires a master’s degree and is close to philosophy or to continue studies at doctoral level. This already implies a professional dedication to philosophy. The aim of doctoral studies is also to assure that there will be enough academic staff in future.
Individual careers of the graduates show that they are most desirable as employees, e.g. they are able to work successfully in both public and private spheres.

In 2009, the graduates and present students of philosophy were asked which area and institutions students and graduates of philosophy work in. The answers given by 46 people were generally the following:

1. in the field of philosophy: secondary schools, institutions of higher education (teachers, university teachers, researchers, assistants, academic affairs specialists, research officers).

In other (close) areas:

2. Education (excluding philosophy): general education schools, institutions of higher education, other educational institutions (teachers, other educators).


5. ICT: several institutions (data inserters, IT specialists).

6. Public and state services: ministries, civil service, diplomatic and political institutions (civil servants, advisers, etc).

7. Economy and finance, business: banks, private enterprises (managers, customer service, etc).

8. Other areas related to minor specialities or dual specialities.

There were no unemployed respondents; however, some of these were still studying and had not yet entered the labour market.

5.6 Student Council and study process

Philosophy students take part in forming and updating the study process through Student Council and their representatives. The representatives are first of all members of the Council of the Faculty of Philosophy (student representative Gea Kõverjalg), the Council of the Institute of Philosophy and Semiotics (Laura Kalda and Toomas Lott).

Student representatives are also members of the Philosophy curriculum program council (Gea Kõverjalg and Aive Pevkur).

Students have worked at the Department of Philosophy, at the Centre for Ethics and at the joint library to be able to attend closely to forming and updating the teaching and study process and to intervene immediately if necessary. Master’s and doctoral students partake directly in the study process when completing their higher education internship and working as Adjunct Instructors (e.g. Nelli Jung, Toomas Lott, etc).
Students can make their voices heard through Student Council; issues concerning studies can be forwarded to academic staff through feedback forms (available in the Study Information System, cf. Appendix 20).

All problems and suggestions can be publicly discussed in several mailing lists:

- Philosophy bachelor students’ mailing list: ut.filosoofia.bak (at) lists.ut.ee
- Philosophy post-graduate students’ mailing list: ut.filosoofia.kraadiope (at) lists.ut.ee
- General information list: ut.filosoofia (at) lists.ut.ee

For discussions concerning philosophical subjects there is also a forum: 

**5.7 Strengths and weaknesses of the Student Body. Actions carried out to eliminate the problems and to develop the strengths. Action Plan for the future**

A major strength is devotion of our students to their speciality and enthusiasm in studies which shows in excellent graduation papers and very high average grades. Of eleven graduates of the 3+2 master’s programme, six have received diploma *cum laude*. Of fifty four graduates of the bachelor’s programme, ten have been awarded *cum laude* diploma (see section 4.1). The students who reach the third study year have very high grades, as average.

The main weakness of the Student Body is primarily due to the student candidates’ very limited knowledge of the speciality of philosophy. A problem related to this, is a high drop-out rate from BA studies before the third year; those who reach the third year generally complete their studies (see Appendix 28). Many student candidates have inadequate expectations when starting their studies. Since philosophy is not yet a compulsory school subject in secondary school, they have too little information about the discipline before university. This is a major problem because the motivation of the remaining students decreases when their fellow students change the speciality or leave the university. Study groups in philosophy are relatively small, therefore, it is necessary to keep the number of students at an optimal level in order to maintain the students’ study motivation and enable them to carry on philosophical discussion.

In order to improve the availability of information about studying philosophy, the institute’s webpage has been reorganised.

To enhance awareness, it would be better if future students could attain a basic knowledge of philosophy in secondary schools through a compulsory course or at least an elective course available to all interested students.

Philosophy is a non-compulsory elective course in schools for the time being. However, the Department of Philosophy has made great efforts to bring philosophy education back to schools by:

- aiming to explain at ministry level the necessity to start again with philosophy courses in secondary schools;
organising refreshment courses and retraining for philosophy teachers and others to get started with the teaching of philosophy;

• compiling philosophy curricula for secondary schools and supporting materials for philosophy teachers (ct www.eetika.ee);

• improving cooperation with secondary schools via supporting the establishment and action of the Estonian Philosophy Teachers’ Society;

• teaching web-based philosophy courses (since 2006) and organising National Philosophy Olympiads for talented secondary school students (since 2005) in cooperation with the Gifted and Talented Development Centre of UT (Olympiad winners are sent to International Philosophy Olympiad);

• participating in UNESCO’s International Philosophy Day colloquium “Sources of slavery” in Helsinki (2004), celebrating UNESCO’s Philosophy Day 2009 will also take place in cooperation with the Estonian National Commission for UNESCO and Finnish partners.

Another weakness related both to the students and study process is that too few PhD students defend their dissertations within the nominal study period. On the one hand, the students often work part-time in parallel to their studies since the support schemes from the government are not sufficient. Only since 2005 the current doctoral scholarship scheme was introduced, a full-time PhD student can apply for a scholarship in the amount of 6000 EEK per month. Still not all PhD students receive the scholarship, and even for those who receive it, this does not cover all necessary expenses. On the other hand, the delay is due to the unhappy choice of topics which often are not directly related to the supervisors’ main research fields. To overcome this, more students should be involved in different research projects with staff members. Thus their choices will be more guided. Participation in doctoral schools and interdisciplinary colloquia (see chapters 3 and 4) has improved both the financial circumstances and research quality. Therefore this practice is endorsed by the Department.

The mobility programmes financed by the European Union’s Social Fund (DoRa) and others are to be more actively used for research abroad. Finding a foreign co-supervisor has often proved helpful. However, because of formal regulations students’ mobility was restricted during last few years since the students were not allowed to participate in the study process during the academic leave. At the same time, most of the students would prefer to study abroad while on academic leave, since the curricula abroad are structurally different from ours and it’s hard to find enough compatible courses. These regulations have been changed in 2009.
6. STUDY ENVIRONMENT

6.1. General characteristics

1. For quantitative data about admission, drop-outs and graduates see Chapter 5 and Appendix 28.

2.-5. Auditoriums and lecture rooms, laboratories and computer class (see also sections 6.2 and 6.3)

The University of Tartu possesses 90 buildings in the city of Tartu with a total space of over 230,000 m². The Faculty of Philosophy administers a total space of nearly 7000 m² in 9 study buildings, 61% of which is space meant for study work (lecture halls, seminar and library rooms and language laboratories).

| Department of Philosophy: total number of lecture halls and working rooms, and space used for fulfilling the curricula | 16 | 437,94 m² |
| Department of Philosophy: total number of lecture halls and space administered by the Department | 3 | 195,92 m² |
| Department of Philosophy: number of working rooms for academic staff and space administered by the Department | 11 | 184,32 m² |
| Department of Philosophy: total number of library halls and space administered by the Department | 2 | 57,70 m² |
| Department of Philosophy: total number of laboratories | 0 | 0 m² |
| Faculty of Philosophy: computer class | 11 work places (students have the possibility to book a time for using the class). | 
Open: Mon-Fri 8:00-20:00
Sat 12:00-20:00
Sun 12:00-18:00 |

6. Publishing information materials about studying procedures and general information is centralized. Such materials are compiled and distributed by the Office of Academic Affairs; freshmen get an information package on their orientation day.

Materials are also available online http://www.ut.ee/studentoffice/organisation
Copied/published information handouts per student in the Department of Philosophy amount to 150 pages per year (free of charge).

7. The University of Tartu Library contains nearly 4 million publications in total, among them nearly 700 titles of foreign journals and nearly 20,000 titles of e-journals. Our specialised philosophy library of Centre for Ethics and Department of Philosophy contains 5700 publications in total.

8. The main web pages on the Internet related to the curriculum are as follows:
   http://www.fl.ut.ee/flfieng/studies/curricula
   http://www.fl.ut.ee/flfieng/studies/MAprogram
   http://www.fl.ut.ee/flfieng/studies/coursesinenglish

9. On average, the tuition fee paid for a CP of a non-state-commissioned student place is c. 700 EEK.

10. Relative economic indicators in the total 2008 budget (see also Appendix 31)
    - salary costs 73.5%
    - library costs c. 1% (the University of Tartu Library is funded from the central budget of the University)
    - information technology costs c. 1% (primarily from research resources).
    - furnishing costs c. 0.5%
    - student allowances 0.2% (support payments from research funding; stipends, economic funding and compensation for fares are made from central resources of the University).

In analyzing the study environment of the Department of Philosophy one must also take note of the recent University of Tartu structural reform which merged the Department of Philosophy and Department of Semiotics to form the Institute of Philosophy and Semiotics. The main change was that the budgets of the two departments are now one.

The Department of Philosophy (and now the Institute) has included the Centre for Ethics from its establishment in 2001 (for detailed information about the CEUT and its activities see Appendix 30). The CEUT was created as an interdisciplinary centre and was changed to a consortium with the structural reform. Its budget has always been joined with the Department of Philosophy budget. The CEUT’s part in developing the Department’s study and research environment cannot be underestimated; the rapid development of the library has occurred hand-in-hand with CEUT’s efforts to compile the most complete collection of ethics literature in Estonia. The latter has become possible thanks to the Volkswagen Foundation which supported the establishment and development of CEUT from 2001-2006. The Volkswagen Foundation also paid scholarships for 13 researchers/students over a period of 5 years (4 of them were philosophers but all did research in ethics/practical philosophy). In addition to grant
stipendiums and all the support schemes that the state and UT offer, there is also a Gustav Teichmüller scholarship, established on behalf of the Foundation of the University of Tartu in 2002 by Vootele Vaska (http://www.ut.ee/sihtasutus/index.php?lk=13&stipendium=48). All philosophy students can apply for this from the second year. Starting from the second semester of study students can also apply for state study support and extra support for travelling.

6.2. Analysis of the sufficiency of lecture halls and their technological level. Fulfilling requirements of the Ministry of Education and Research

Most of the Department of Philosophy’s rooms are located in the Humanities Building of the University of Tartu (at Lossi 3); one of the Department’s lecture rooms is located in the nearby building Ülikooli 16, and the Department’s Library is in the Centre for Ethics at Ülikooli 7. For fulfilling the curricula the Department also uses lecture rooms from other structural units (including those that the Office of Academic Affairs administers), while other Departments can also use ours. The current situation is not satisfactory both for students and the staff since it is difficult to arrange individual supervision and meetings with students that way.

The Department has at its permanent use two lecture halls and one seminar room. In addition it is possible to use the facilities of the Foundation Domus Dorpatenis in the same building where CEUT is situated. The Chair of Theoretical Philosophy also has at its disposal an office which can be used for smaller seminars. Both of the Department’s lecture halls are equipped with a computer with Internet access and a data-projector; it is also possible to use an overhead projector. In the seminar room it is possible to use a portable data-projector, laptop and also an overhead projector (this equipment can also taken to other rooms used for fulfilling the curriculum). All lecture rooms are equipped with a necessary number of tables, chairs and boards. The free WIFI connection is also accessible in all the lecture rooms and almost all university areas open to students and staff.

The Department provides lecturers with necessary working conditions. All the lecturers of the Department who teach in the framework of the curricula have at their disposal either private or shared office. It is also possible to use a data-projector and laptop. Additionally, all the other equipment needs are satisfied by the Department of Information Technology Services and the Multimedia Centre. In information technology and computer-related matters, the staff is aided by the IT Department of the University. It is possible to copy and print study materials in the Department and also in the Centre for Ethics (library).

These features of rooms and equipment, libraries and information technology meet the basic requirements set by the Ministry of Education (http://www.riigiteataja.ee/ert/act.jsp?id=89909).

6.3. Laboratories and special rooms
The Department of Philosophy does not have special rooms or laboratories. This is due to the specific nature of philosophy as a discipline centered on written research. Hence, it is important for philosophers to be able to use the library and have a working environment free from outside distractions. The Department’s library is in its essence well compiled and would be a good working environment were there more than one free working station. Facilities at the University Library are better and one can even rent a small private office there.

For their research/study work students (and staff) can use the Faculty of Philosophy computer class at Lossi 3 (http://www.fl.ut.ee/arvutiklass) or the facilities provided by the University of Tartu Library.

6.4. The condition of the library and development plans. Availability of study materials. Use of information networks

The students have easy access to the University of Tartu Library (http://www.utlib.ee/) and the library of the Department of Philosophy and the Centre for Ethics. The public library of Tartu (http://www.luts.ee/) is also available to students. Through the central library system of the University (http://www.utlib.ee/), all book and journal resources of all departments of the Tartu University are available to all students and staff.

The University of Tartu Library contains nearly 4 million publications, among them nearly 700 titles of foreign journals and nearly 20,000 titles of e-journals. The University of Tartu Library is adequately stocked with literature on philosophy for Bachelor’s and Master’s studies. Doctoral students have the option (depending on their research topic) to take study trips to foreign libraries (Kristjan Jaak, ERASMUS scholarship etc) and, in cooperation with the supervisor, to order books for the library of the department. The staff of the Department can also participate in choosing literature in philosophy to be purchased by the University of Tartu Library within a certain annual budget.

On the home page of the University of Tartu Library (http://www.utlib.ee) it is possible to get information via the electronic catalogue (ESTER) about materials in most of the largest Estonian academic and national libraries. Likewise, books and journals can be borrowed via the Interlibrary Exchange Service. Requests for articles within Estonia are free of charge; however, materials requested from abroad are rather expensive and most students cannot afford them (a request for an article costs 118-200 EEK, a book costs 177-390 EEK). In cooperation with the supervisor, the Department of Philosophy helps students to pay for the necessary materials. It is also possible to borrow books electronically which saves students’ time. The students of the University are eligible to borrow library materials for different durations of 24 h, 14 days, 30 days or 60 days. There are flexible borrowing systems for academic staff – grant holders can borrow books related to their grant until the grant ends; lecturers can borrow books for up to one semester.

The University of Tartu Library offers opportunities for access to information for both students and teachers and researchers. The University information systems are well developed and all of the databases can be used as all of the computers have a broadband internet connection. The library has access to several electronic journal
databases, e-books and electronic reference books available in the computer network of the University of Tartu (at the address: http://www.utlib.ee/ee/index.php?). There are several databases, like EBSCO, Britannica Online, Blackwell Synergy, Philosopher’s Index and many more that the students can use in the University network free of charge on authentication by passwords (list of Electronic databases provided by the University of Tartu Library is given in Appendix 32). In this way, importantly, many leading Anglo-American journals can be accessed that are not available in print at the Library. For a list of journals of philosophy in Tartu University Library, see Appendix 33. The full texts of all dissertations (MA and PhD) are also available electronically through the digital repository DSpace.

Consultants help students in using catalogues and research databases as well as with other questions in their domain. Students can use services of the copying centre. Copying is also possible in the Copying Centre at Lossi 3 and in the Centre for Ethics. There are many reading rooms in the University of Tartu Library and several computers for searching catalogues, a large computer lab and possibilities to have lunch and rest. During the examination sessions, the students’ sororities offer free childcare in the Library building.

Through several international support schemes (Tempus program and Volkswagen Stiftung book grants) as well as various individual research grants, the departmental library has grown significantly and can be used as a base for the majority of lecture courses. The department library is open on all working days from 10 to 18.

All lecturers check the availability of literature and study aids before they recommend them to students. In some cases lecturers put together the necessary study materials to make them easily available for the students. Lecturers can also use the Study Information System to offer their study programs and course materials via the Internet where they are easily accessible to students.

**6.5. Maintenance units (eating, hygiene, resting etc.)**

The maintenance units in the study building at Lossi 3, Ülikooli 16 and Ülikooli 7 have proved sufficient as part of a study environment. There are plenty of sanitary facilities. There is a cafe in the Humanities Building and many restaurants, cafes, etc. in the city center.

There is no staff room at Lossi 3 where most of the research and teaching staff have their offices; common rooms are ensured at the CEUT.

The Department of Philosophy provides the material resources necessary to ensure that students and instructors can complete their research and pedagogical duties. For students there is a common area in the Humanities Building. Students can copy and print at the Centre for a small fee and also at the University of Tartu Library. In the Multimedia Centre students can pay for the use of the most up-to-date multimedia technical devices. There is a computer class for the Faculty of Philosophy in the Humanities Building (11 seats) which students can use when computer studies classes are not in progress. Students can also use free WIFI in all buildings of the University, as well as computers in the main library of the University.
6.6. Material resources

Since the UT structural reform in 2007, the budgets of the Department of Philosophy (consisting also of the budget of CEUT since its establishment in 2001) and the budget of Department of Semiotics are joined. As a general trend, the material resources of the department have increased year-on-year and have secured significant development. The following chart shows the overall trend of income and expenses.

![Chart 1 Comparison of income and expenses](chart1.png)

The budget is comprised of two main sources of income:
1. Teaching (state funding for teaching, tuition fees).
2. Research (national and international research and development grants).

Income from research activities has continuously grown in comparison with teaching income (see chart 2 below).

![Chart 2 Breakdown of income sources](chart2.png)
Over the years the Department of Philosophy has obtained several national and international research and development grants (from e.g. European Commission, UNESCO, Volkswagen Stiftung, the Estonian Ministry of Education and Research, Estonian Science Foundation, etc., see projects and grants in Appendix 34). The most important income areas are shown on chart 3.

The Centre for Ethics gets most of its financing from various projects, the most important financers being:

By far the biggest area of expense is personnel costs, taking over 60% of the Department’s resources annually. The two other notable areas of expense are general management and office costs and expenditure on travel (academic personnel visiting conferences, workshops etc).
6.7. Strengths and weaknesses of the study environment

Strengths

- Wide-spread use of information technology for making study materials available.
- Availability of the search systems and electronic databases of the Library.
- Students can easily access computer labs. There are WiFi areas in study rooms and in most dormitories.
- Overall environment in Tartu and Tartu University is very good and supports academic life.

Weaknesses and ways to overcome them

- Revenue Services of the Interlibrary Exchange are very expensive.
- In some cases there are not enough study materials or books in the library (if many students have to use the same materials). To compensate for this, lecturers offer more study materials on the Internet through the Study Information System so that the students who have registered for the courses can have easy access to them.
There is some deficiency in suitable office space and not every member of the department has ideal conditions for working and resting. The library also struggles to find room for new books and there is currently only one so-called reader work place in the library (a table and computer to use if a student wishes). The rooms at Ülikooli 7 (the Department’s Library) do not satisfy the needs of handicapped students. The current shortage of space is hopefully temporary since there is currently a plan to move the whole Institute of Philosophy and Semiotics into another university building at Jakobi 2. According to the plan, the Institute will get 753 m$^2$ office and library space there instead of 367 m$^2$ it has now (the whole 3rd floor of the building - 1500 m$^2$ - will belong to IPS, for details see Appendix 40).
7. ACADEMIC AND SUPPORT STAFF

7.1. General characteristics

1. Teaching staff elected at our department: 15
2. Structure of workload of elected teaching staff:
   - workload 0.5 and more: 93.3%
   - workload below 0.5: 6.7%
3. Average age: 45
4. Qualification of elected teaching staff:
   - PhD: 12; Master’s: 3
5. Scientific publications of academic staff teaching philosophy courses during past five years (see CV-s in Appendix 39): 166 items.
6. Presentations at international conferences: 177
7. Educational materials compiled: 9
   - Nearly all lecture courses imply the compilation of educational material as compendia and reading material that is either copied for students’ use in the library of the Department or uploaded on the Internet. Over the years the academic staff has also participated in translating several key philosophical texts. The publication of textbooks for higher education institutions is now underway thanks to a state funding program.
8. Number of administrative and support staff: 2 in department dealing directly with teaching matters plus 9 in Centre for Ethics (see also section 7.6)
9. Adequacy, suitability and qualifications of full time teaching staff

The curriculum of philosophy has developed substantially and continuously ever since the creation of the department. The department has aimed at delivering education and research in philosophy at all levels of higher education. There are four main areas: practical philosophy, theoretical philosophy, philosophy of science and history of philosophy (see Appendix 16, more detailed information of research fields etc. can be found in the CV’s of the academic staff in Appendix 39). The chair of theoretical philosophy is the newest addition to our research fields and has developed quickly and effectively since its establishment in 2006.

All our staff members have academic degrees: 12 have obtained PhD degrees, 3 have MA degrees. Several members of our academic staff obtained their degrees abroad, including schools such as Central-European University of Budapest, Cambridge, Göteborg, Konstanz, Düsseldorf, and University of Ireland. We hope to have additions from former students that currently do their PhD in the universities of Southern California (USA), Miami (USA), Yale Law School (USA), Auckland (New Zealand), Humboldt-University Berlin (Germany), Western Ontario (Canada), Bristol (Great Britain), (see also Appendix 26). During the period under evaluation our department has continuously had postdocs and guest lecturers from abroad who have
enriched our curriculum. Development and refresher education for academic staff has become one of the main points of the university’s general strategic plan 2009-2015, while some of our staff have already taken advantage of the means provided by EU structural funds to spend a term in the internationally renomated research centres of the universities of Cambridge, Helsinki, Leeds and Vienna.

Our staff also supervises the compilation of scientific papers by students, and this work is, for reasons specified above, producing highly original and relevant research papers from the level of seminars up to PhD theses. The adequacy and qualification of the staff is also exemplified by the amount of scholarly awards that our staff and students have obtained (local awards given by the Estonian Academy of Sciences and the Ministry of Education and Research, as well as Konstanz County Awards for PhD theses of three members of our department).

The staff delivering lectures is highly qualified and professional. Our staff is periodically substantiated by visiting professors and guest lecturers (see Appendix 36).

### 7.2. Analysis of procedures concerning the election, professional development and renewal of teaching staff

The procedures of election, qualification improvement and renewal of the teaching staff are regulated by the university. Personnel management in UT is governed by the following legislation:

- Job descriptions of the academic staff of the University of Tartu (http://www.ut.ee/orb.aw/class=file/action=preview/id=44610/Job_Descriptions.html)
- Guidelines for Evaluating Candidates to Positions of University of Tartu Teaching and Research Staff (http://www.ut.ee/orb.aw/class=file/action=preview/id=44614/Guidelines+for+evaluating+candidates.html)
- Regulations for academic employee workload reporting (http://www.ut.ee/orb.aw/class=file/action=preview/id=231203/Academic_employee_workload_reporting.htm)

When evaluating the suitability of applicants for academic positions their competency to fulfill the tasks of the office applied for is considered as a priority, and evaluated according to the Job criteria of the academic staff of the University of Tartu, i.e., the applicants’ competence in research and related development activities, teaching and related study-methodology work, etc. In cases where the position requires organizational activities and management experience, the applicant’s relevant qualifications are evaluated as well.

In research and development activities, the evaluation looks at the candidate’s previous performance, their publications and their reputation, their experience relevant to successful research and development activities (or creative professional work), their success in securing the means and materials necessary for carrying out research and development and receiving research grants and contracts, as well as their experience in (research) administration.
In the field of teaching, the evaluation process focuses on the candidate’s teaching activities (including in-service training and Open University courses) conducted in an institution of higher education, their supervision of students (including master’s and doctoral students) and Open University students, as well as the textbooks and study aids compiled by the candidate, their teaching methods, and their involvement in administrative activities related to teaching (drafting of curricula, syllabi, etc). The candidate’s suitability for the position is also evaluated in regard to their continuing education (above all in developing the skills and acquiring the knowledge required for research and teaching), their participation in the work of academic and administrative bodies and committees (including those outside the university), their contribution to the popularization of the specialty (profession), etc.

For additional information, see the CV-s of the academic staff (Appendix 16), grants and projects of academic staff (Appendix 34), international conferences, workshops and seminars organized (Appendix 35) and a list of international guest lecturers and invited speakers (Appendix 36).

**7.3. Principles for distributing the workload of teachers and researchers and performing additional administrative duties**

As mentioned above, the University of Tartu has unified the Academic Staff Job Descriptions (http://www.ut.ee/orb.aw/class=file/action=preview/id=44610/Job_Descriptions.html) that are also followed in the Department of Philosophy. It has been quite general practice for staff members to work over their norms of workload; in recent years engaging younger lecturers has improved this situation. A small number of lecture courses are, under the supervision of the regular staff, delivered by PhD students for whom teaching a lecture course is compulsory as part of their studies.

The teaching load of the staff members varies depending on whether a person has been appointed as a member of teaching staff (professor, associate professor, lecturer, assistant – normally 4-10 hours a week) or as a researcher (normally 2-4 hours a week). In our department, the staff members also teach in Open University, working at weekends once a month.

All academic, teaching and administrative staff work together in all decisive matters concerning the curriculum (e.g., at regular meetings of the staff and Council of the Institute). Staff members participate in the work of several councils in the University. Administrative duties are distributed among staff members as far as possible.

**7.4. Research activity of the academic staff**

The research activity of the academic staff is reflected in the personal CV’s appended (see Appendix 16). The publishing activity of the staff is high, as is the attendance of international conferences with presentations. It is important that the research activity of the academic staff is factually reflected also by the student-staff’s participation in the academic world through their publishing and conference presentations. Likewise, research activity is indicated by the conferences organised by the Department of
Philosophy in Estonia (see Appendix 35). It is important to note that members of the Department of Philosophy have cooperated in the creation of international dictionaries and encyclopaedias of philosophy that continue to influence and develop the teaching of philosophy.

The new knowledge and qualifications gained in research activities are used to improve the teaching process. During the past years the members of the department have participated in 34 R&D grants with the annual amount of funding about 377 324 EUR. We have had R&D grants from the European Commission (5th, 6th and 7th Framework Programmes), UNESCO, Volkswagen Stiftung, Nordic Academy for Advanced Studies (NorFa), Stiftelsen Riksbankens Jubileumsfond (Nordic Spaces), European Economic Area, Estonian Ministry of Education and Research, Estonian Ministry of Social Affairs, Open Estonian Foundation, etc. Currently we are having 5 international and 5 local R&D grants. Short descriptions of these projects have been added in Appendix 34.

Taking into account the disciplinary nature of philosophy, it is extremely important to note that scholarly activity in research projects and grants is a natural link to educational activity and the curriculum. Students are extensively engaged in scientific projects according to their fields of interest and specialisation through seminars and BA, MA and PhDpapers. As far as grants allow, students – especially MA and PhDstudents – are employed as researchers in the Department. Therefore, on the one hand, research projects and grants of the Department structure the scholarly channels students can be academically and occupationally engaged in, and, on the other hand, students can actively shape the research trends of the Department.

The academic staff of the Department also actively participates in the development of the philosophy curriculum at high school level. This work is of utmost importance: it gives students a better idea of what they are going to learn in the university, but also gives the Department a reason and opportunity to work on refresher and re-training courses for philosophy teachers.

Main directions of scientific activity:

- Practical philosophy
- Theoretical philosophy
- Philosophy of science
- History of philosophy

There are numerous more specific areas in which our staff and students are working. Here is a selection of some more specific research fields: philosophy of mind, ancient philosophy, philosophy of mathematics, philosophy of logic, early modern philosophy, political philosophy, epistemology, philosophy of chemistry, philosophy of science and technology studies (STS), social epistemology, phenomenology, environmental philosophy, philosophy of education, philosophy of psychology, metaphysics, metaethics, philosophy of quantum mechanics, moral philosophy, philosophy of history, contemporary political theory, feminist political philosophy, bioethics, philosophy of language, logic, hermeneutical philosophy, philosophy of art, philosophy of prostitution, etc.

Research projects divide into national (state-financed scientific research themes, basic financed themes allocated by the University of Tartu, Estonian Science Foundation
research grants and others) and international (European Commission FP 5, 6, 7 projects and other) grants (for additional information, see Appendix 34).

Most of the department members participate also in a large joint targeting funded research project (funded by the Estonian Ministry of Education and Research). From 2002-2007 the topic of this project was “Normativity: a critical study of its philosophical foundations, historical sources, and forms of manifestation” which at the end of the project was evaluated with the highest mark “excellent”. From 2008-2013 we are engaged in a new targeting funded project called “Critical Analysis of relativism and pluralism regarding truth and knowledge, norms and values”.

Research projects have both theoretical and practical sides, and they connect the academic activity of the Department to practical life and the needs of the Estonian state and society.

The department has also been active in organizing conferences. During the period under evaluation 43 conferences have been organised. Among these are also big international events such as International Society for the Philosophy of Chemistry (ISPC) 7th summer symposium (2003), “European Bioethics in a Global Context” together with the European Society for Philosophy of Medicine and Healthcare (2008), “Logical Pluralism” in August 2008.

For additional information see the CV-s of the academic staff (Appendix 16), grants and projects of academic staff (Appendix 34), international conferences, workshops and seminars organized (Appendix 35) and a list of international guest lecturers and invited speakers (Appendix 36).

7.5. Part-time academic staff

People employed part-time fulfil their duties concerning the curriculum on the same basis as regular employees: their work load is proportional to their position, and usually exceeds norms set by the University regulations by up to 20%. Currently there are 5 members of staff employed part-time (plus the support staff of the Centre for Ethics). On average, 8-10 people per academic year teach courses or supervise theses on a services supply agreement.

7.6. Support staff

At the moment, there are two people engaged as administrative and support staff for tasks connected directly to studies: coordinator of the Institute for Philosophy and Semiotics Ruth Jürjo and an Open University project manager Gea Kõverjalg (0.75).

In addition, the staff of the Centre for Ethics (see Appendix 30) also contributes to the Department’s everyday life, mainly taking care of the library, editing departments webpage and organising various workshops and conferences. But it should be noted that on an everyday basis these people have several other tasks, so the support of the curricula can only take a small amount of their time. The choice of support personnel is made according to the needs of the department and financial possibilities. People are carefully selected according to their experience, and prior to appointment they have to apply for a position in an open competition. The tasks of the support
personnel are wide, but limited according to the job regulations of the University of Tartu. Their education is continuously updated in refresher courses organised in Estonia. Of the latter, attention has been paid to courses that deal with the work environment, health care at work, language courses, information management, document management, office language, stress management, and first aid. These refresher courses are taken based on necessity and financial opportunities.

7.7. Strengths and weaknesses of the academic staff

Academic and teaching staff are tightly bound. This means that teaching is highly qualified, active and flexible. The curriculum is taught by the best, most highly motivated specialists in Estonia. The strength of the academic staff is its generally high intellectual potential, supported by the aspiration of the University of Tartu to assemble the best Estonian scholars in various research areas. The academic staff is further consolidated through the creation and development of new research projects, especially international research projects. The teaching staff meets all the requirements of the Standard of Higher Education. There are favourable opportunities for improving qualifications in the University and these are actively used by the academic staff of the Department of Philosophy. Qualification improvement also includes participation in international conferences and science forums. During recent years, there has been constant progress in conference participation both in Estonia and abroad by the academic staff. Members of the staff are able to develop and deliver lecture courses that are scientifically up-to-date and relevant in the contemporary context. Publishing is also quite active and often done in leading international philosophy journals. Concerning publishing, the activity of staff is, however, uneven and not all staff members make full use of their potential. In recent years, the University of Tartu has initiated training for the academic staff in academic writing and English, participation in which could help to develop the scientific potential of the Department further.

The atmosphere of the Department is tolerant and creative, which fosters research and research-based teaching. There is a reasonable balance between academic and practical (practical analysis, cooperation with state structures) branches which guarantees the visibility of the department as a research institution, on the one hand, and as a prestigious organization with a distinct social mission, on the other.

At the same time, there is a danger in the close connection between the research and teaching structures of the Department: teaching cannot be based on the academic budget longitudinally. There is always a danger of losing excellent academic people who have developed and are delivering outstanding lecture courses because of the ending of the period of a project. This financial hazard is apparently the weakest point in ensuring continuity in fulfilling the curriculum. Besides instability, financial problems cause the wasting of valuable time of applying for research grants that would enable the continuation of employment of the staff. Moreover, the growing bureaucracy of the Estonian education and development area, with constant paperwork and reporting, takes too much time and effort from the academic staff that could otherwise be used for research, consulting students or even for self-education.

There has been a certain deficiency of communication between members of the staff regarding both research and teaching activities. We have set up a Google Calendar
system and the Department’s webpage, still in a constant state of change, has become a better and stronger information source than it was previously. Gatherings of the staff help to coordinate activities in applying for grants and regulating teaching and other organizational matters. The organisation of regular academic seminars and an annual conference in Estonian philosophy have already improved communication between the staff members.
8. INTERNATIONAL COOPERATION AND QUALITY CONTROL

The internationalisation of philosophy studies and research is one of the priorities in our department. During the period currently under evaluation, a significant change has taken place in three areas: recruitment of academic staff, international cooperation in research, and teaching in English. The latter is especially important in PhD program. When preparing our students for a career as researchers in philosophy, we have to enable them to become an active part of the international scientific community.

We also wish to enable our students to access study programs abroad, either after their first degrees from our department, or in the form of academic leave during their studies in our department. Estonian higher education is a part of the common European space of higher education. Estonia has joined the Bologna process, and signed several treaties concerning European higher education. Thus it is important that the curriculum of philosophy is also internationally compatible, encouraging thereby internationalisation of the curriculum, students, and teaching staff.

8.1. Cooperation with other academic institutions

The department of philosophy closely cooperates with the following Estonian institutions:

- Tallinn Technical University, Institute of Humanities and Social Sciences
- Tallinn University, Humanities Institute
- Estonian Philosophy Teachers Association
- Estonian Union of History and Philosophy of Science
- Gifted and Talented Development Centre, University of Tartu
- Seminar of Analytic Philosophy

In rotation with the Institute of Humanities and Social Sciences of Tallinn Technical University, and the Humanities Institute of Tallinn University, the Department of Philosophy organises the Annual Estonian Philosophy Conference.

The Seminar of Analytic Philosophy is an institution to promote Analytic Philosophy in Estonia and discuss current topics in it. Since 2009 the Department of Philosophy and the Seminar of Analytic Philosophy have organized an “Analytic Philosophy Summer camp” (http://afseminar.wordpress.com/laager/), in order to attract prospective students to the study of analytic philosophy.

It goes without saying that academic collaboration is actively going on also inside the Faculty of Philosophy, in the Institute of Philosophy and Semiotics in particular. This teamwork is particularly important and active in curriculum development and synchronisation of lecture courses, but it also concerns, gradually more and more, the organisation of conferences and publishing. The Institute of Philosophy and Semiotics has a common Council for the defence of PhD dissertations.
8.2. International cooperation

8.2.1 International Networks

For partnership agreements that the University of Tartu has undertaken with other universities, see Appendix 29. The Department itself has connections with multiple universities abroad, and only a few of these cooperative relations have been formalised into signed treaties:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Country</th>
<th>Code</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universität Konstanz</td>
<td>Germany</td>
<td>D KONSTAN 01</td>
<td>Renate Krüssmann</td>
</tr>
<tr>
<td>University of Helsinki</td>
<td>Finland</td>
<td>SF HELSINK 01</td>
<td>Tuula Pietilä</td>
</tr>
<tr>
<td>Turun Yliopisto</td>
<td>Finland</td>
<td>SF TURKU 01</td>
<td>Tarja Virta</td>
</tr>
</tbody>
</table>

However, in addition to these bilateral agreements, the Department of Philosophy is also an active member of multilateral cooperation networks, such as the Baltic Philosophy Network, and the Nordplus Network in Philosophy, and Nordic Network for Philosophy of Medicine and Medical Ethics.

8.2.1.1 Baltic Philosophy Network

BalPhiN is an open network of institutions of philosophy in the Baltic and Scandinavian area. The purpose of the network is to enrich and facilitate academic philosophy of the area, such as research, education and student and teacher exchange, but also to create forums for philosophical culture in general, for discussion, publication and philosophical events.

Partner departments in this network currently include: University of Helsinki, Department of Social and Moral Philosophy (Coordinator), The Estonian Institute of Humanities of Tallinn University, University of Latvia, Department of Practical Philosophy, Vytautas Magnus University, School of Political Science and Diplomacy, European Humanities University, Philosophy Unit, University of Iceland, Department of Philosophy, Södertörn University College, Philosophy Unit.

8.2.1.2 Nordplus Network in Philosophy

The network provides grants for travel and maintenance for student exchanges (one or two semesters) and teaching exchanges (2-4 weeks) between partners in different countries. It is also possible to apply through the network for funding for intensive programs.

Partner departments in this network currently include: Denmark: Aarhus University, University of Copenhagen; Finland: University of Helsinki, University of Jyväskylä, University of Tampere, University of Turku, Åbo Academy; Iceland: University of Iceland, University of Akureyri, Bifröst University; Norway: University of Bergen, University of Oslo, University of Tromsø; Sweden: University of Göteborg, University of Lund, University of Stockholm, University of Umeå, University of...
8.2.1.3 Nordic Network for Philosophy of Medicine and Medical Ethics

The aim of this planned network is to establish the identity of philosophy of medicine in the Nordic/Baltic countries by considering both institutional and academic conditions for research and the education of researchers. It aims at the initiation of new joint research projects and at making the subject more visible to increase the number of doctoral students. The intention is that the network shall after the three year period be converted into a permanent Nordic/Baltic society for philosophy of medicine.

Partner universities in this network currently include: Linköping University, Karolinska Institute, University of Copenhagen, University of Helsinki, University of Oslo, University of Iceland, University of Tartu, Vilnius University.

8.2.2 International Research Cooperation

In 7.4 we reported on the research activities of the faculty members. As can be seen from the CVs (Appendix 39) and from the list of research projects (Appendix 34) the Department is active in international research projects. What is more, our “local” research projects, i.e. projects funded by the Estonian Science Foundation, usually have international cooperation partners. In addition to ongoing research co-operation, the Department is also active in organizing international workshops and conferences (see Appendix 35). Twenty-two such events have been organised in Practical Philosophy (together with the Centre for Ethics), twelve in Theoretical Philosophy / Philosophy of Science, and three in History of Philosophy.

8.3. Serial publications with international impact

The Department of Philosophy publishes its own peer-reviewed international journal, Studia Philosophica Estonica. The history of this journal can be traced back to the Acta et Commentationes Universitatis Tartuensis which were founded in 1893; after World War II it was continued during the Soviet period as Papers on Philosophy which, as a series of Tartu University Transactions, was published almost entirely in Russian. From 1993 the journal was published primarily in Estonian and called Studia Philosophica.

Since 2007, we have tried to take Studia Philosophica Estonica to a new level, by opening it to international contributors and readers and installing an academic peer-review system that can guarantee a high quality of the articles published.

Studia Philosophica Estonica is open to contributions from any country and in all areas of philosophy. The journal publishes scholarly articles in English, German, and Estonian. The purpose of Studia Philosophica Estonica is to publish scholarly papers and notes embodying original research in all areas of philosophy. Despite its name,

5 Since the institutional division of Philosophy of Science and Theoretical Philosophy into two separate chairs and separate curricula is very recent (properly, only for the last year covered by the report), we consider the two as one subject for the purpose of this report.
the journal is thus not restricted to contributors from Estonia. We publish the journal primarily as an online journal (www.spe.ut.ee), but on occasion intend to publish special issues also in printed form. Our international calls for papers for special issues have already received surprisingly good feedback for an as yet virtually unknown journal. A table of contents for past issues can be found in Appendix 37.

It should be noted that the international dimension of publishing could be improved also through our published PhDtheses: these have been published in English in the series Dissertatioenes Philosophicae Universitatis Tartuensis. However, since Tartu University Press does not have any form of international distribution, nor a functional website (let alone an online shop in English), printed PhD theses are in fact not internationally accessible. However, PhD theses defended at the University of Tartu and published in this series are in principle internationally accessible in electronic form via the Digital Repository of the Library of the University of Tartu (http://dspace.utlib.ee/dspace/), provided that the person trying to find a thesis on this page understands Estonian (which is unfortunately necessary to navigate the site).

8.4. International dimension of the curricula

8.4.1 International Dimension of the Standard Curriculum

8.4.1.1 English Courses at the BA and MA level

Each term the Department of Philosophy offers several courses of the BA and MA curriculum in English. The purpose of teaching these courses in English is twofold: on the one hand, instruction in English helps to prepare our students for a career in the international job-market and for active participation in the international scientific community; on the other, it makes our courses at least in part accessible for international students (see 8.4.2). The courses in English are primarily (but not solely) taught by our non-Estonian standing faculty members and the non-Estonian visiting faculty (e.g. Fulbright scholars, Humboldt scholars, international PostDocs with research stipends from the Estonian Science Foundation, etc.). The total number of courses taught in English has almost constantly been rising in recent years, and so has their role in the general BA and MA curriculum. While we hesitated a few years ago about teaching obligatory courses at the first level of study in English, our experience in the last years has shown that many of our current BA students enter the university already with an impressive mastery of the English language and adapt rather quickly to writing, reading and presenting English texts. The general trend of the increasing number of English courses can be seen from chart 1:
While the graph in the front shows the total number of courses taught in English in the department per term, the graph in the back displays the number of courses taught in English as recognized by the different curricula, according to the SIS (where one and the same course might play the role of an elective as well as obligatory non-elective course, according to the same as well as different curricula). (Unfortunately this chart only displays the general trend, since the exact numbers are too difficult to retrieve from the SIS, but see Appendixes 12-15 for more details.) Another general trend is that the number of English courses is now almost evenly distributed between Practical and Theoretical Philosophy / Philosophy of Science:
An exception is History of Philosophy, in which so far only one English course was officially registered as History of Philosophy in the SIS, and no obligatory non-elective course has been taught in English in the period covered by this report. However, the previous chart is based on data in SIS and in cases of some courses in history of philosophy taught by guest lecturers, these may not be reflected correctly in the data (one and the same course may qualify as, for example, a course in philosophy of science as well as in history of philosophy etc.

Accordingly, the number of BA and MA theses written in English is slowly increasing in these fields (3/3 BA theses and 1/4 MA theses in theoretical philosophy / philosophy of science, and 2/7 BA theses in 1/1 MA thesis in practical philosophy in 2009).

Besides the teaching of courses in English by our standing and long-term visiting faculty in order to improve the accessibility to the international scientific community of our students, we also try to invite as often as possible short-term visiting lecturers to Tartu, and organize additional international summer schools with foreign experts. A full list of visitors who taught courses in Tartu or delivered invited lectures at the department can be found in Appendix 36. Since all our workshops are open to all our students (in fact, we usually encourage them to participate by offering credit points for active participation in workshops), they could have attended almost 130 lectures by foreign experts between 2003 and 2009. One very successful annual event is the “Gottlob Frege Lectures in Theoretical Philosophy” for which we try to invite every year a major figure in the area of theoretical philosophy to lecture an intensive course over one week. In 2007 our first “Frege Lecturer” was Professor Wolfgang Künne from the University of Hamburg, in 2008 we hosted the Frege Lectures with Professor Paul Boghossian (NYU), in 2009 with Professor Simon Blackburn (Cambridge). In 2010 the Frege Lectures will be presented by Professor Stephen Stich (Rutgers), and in 2011 by Professor David Papineau (London). Also, in the field of practical philosophy there have been successful international courses taught by guest lecturers (“Great Works of Ethics” in 2005, “Analaytical and Continental Ethics” in 2009). These events are meant to bring our students into contact with the best of current professional philosophy.

8.4.1.2 English at the PhD level

The general aim of the PhD curriculum is to raise the level of PhD students’ knowledge and skills to the standard expected of speciality professionals and recognised in the international research arena. PhD students are prepared for employment as teaching or research staff members at a university or other research institutions, or as leading professional specialists in non-academic institutions.

The lingua franca of contemporary philosophy is English (with perhaps a few exceptions in specialised fields), thus we strongly suggest to our PhD students that they write their PhD theses in English, if they are planning a monograph (unless their topic suggests a different language). If they are planning to fulfil the PhD requirements on the basis of articles in international current contents journals, the candidates are, of course, free to chose the language required for publication in the relevant journals (which is usually English, too).

In addition to this, our PhD seminar, in which PhD students present their work-in-progress twice a year, is entirely held in the English language. This training helps our
students to become an active part in the international scientific community. Our experiences with this seminar are mixed. On the one hand, we can notice considerable progress in the presentation skills of some of the participants. By and large, however, we have to concede that the overall quality of the written work handed in at the PhD seminar is far below the standards for written work at the graduate level. This might partly (but certainly not solely) be due to the fact that they have to write their dissertations in English, while sometimes discussing German, Greek, Latin or French philosophical texts. Writing in English is especially challenging for those PhD students whose first foreign language at secondary school was not English.

8.4.2 International Curricula

8.4.2.1 Graduate Level

At present the Department of Philosophy is contributing to an international MA curriculum “Practical Philosophy – Theories of Good Society” (PPhil), that is jointly offered and organized with our partner universities in the Baltic Philosophy Network (BalPhiN, see http://www.balphin.org/). PPhil is a two-year full-time degree programme (120 ECTS credits). It includes local studies at the participating universities and the following common philosophical studies: an Introductory Workshop in Helsinki, a Summer School in Tallinn, and an Exchange Term in Helsinki or Tartu. The common courses are planned and realised jointly. Regular instruction benefits from the targeted teacher exchange from the Course Pool (a selection of courses offered by the participating universities), and the Supervisor Pool (a selection of teachers from the participating universities) guarantees first-class thesis supervision. This structure enables wide coverage of the various areas of Practical Philosophy as well as specialised expertise in teaching and instruction, which would normally be impossible to attain within the confines of regular-size institutes and departments of philosophy. (See Appendix 27 for details).

In addition, we are planning a further international MA curriculum “Cognitive Science”. The MA programme Cognitive Science will be a 2-year programme designed to provide a sound foundation in the core areas of Cognitive Science. The study comprises the acquisition of methodological and practical competence in

- computer science and mathematics (especially: algorithms and programming languages; formal languages; mathematical foundations of cognitive science; artificial intelligence, including knowledge representation, learning, planning, and multi-agent systems)
- psychology (especially: methodology of empirical research; cognitive psychology; personality psychology, behavioural psychology; developmental psychology; neuropsychology)
- neuroscience and biology (especially: imaging methods; neurobiology; neuroanatomy; neuroethology; neurocomputing)
- linguistics and psycholinguistics (especially: lexicon, syntax, semantics, pragmatics; theory of grammar)
- philosophy (especially: philosophy of mind; theory of knowledge, theory of science, philosophical logic)

In addition, the Master’s programme will offer a possibility to specialize in any of the contributing disciplines and the central questions of Cognitive Science. The
curriculum has been developed with the Department of Psychology, the Department of General Linguistics and the Department of Mathematics / Computer Science at Tartu University, but we are hoping to offer this MA jointly with other Baltic / Nordic universities and are currently looking for the best partner institutions.

8.4.2.2 PhD Level

Our international teaching at the PhD level has as yet been restricted to the organisation or co-organisation of international PhD training courses, such as the summer school / PhD research training course “Formal Methods in Philosophy and Linguistics” (2007), the PhD research training course “Bioethics in the International Perspective” (2007), and the PhD research training course Analytic and Continental Ethics (2009). We are not yet offering an international PhD curriculum. However, we hope to develop in the future project-based research environments that can attract international PhD students to our department. There is already a possibility for international PhD students to pay long-term visits to our department, supported by the Ministry of Education and Research. For example, in the academic year 2007/2008 PhD student from Exeter Michiru Nagatsu worked here with Professor Daniel Cohnitz.

8.4.2.3. Postdoc level

During the last 4 years the department has also been successful in applying for the post-doctoral research grants. The post-doctoral research grant is a research grant that the Estonian Science Foundation will award to an applicant as a result of an open international competition for the purpose of implementation of a particular research project which is connected to some bigger research project of the department. From 2005-2007 Dr. Juho Ritola and Dr. Paul McLauglin carried out a post-doc research project on “Epistemic approach to the Normative Theory of Argumentation”. Since 2008 Dr. Jean-Louis Hudry works on his post-doctoral research project on “Logical pluralism, pragmatics, and the epistemic principle of non-contradiction”. In 2009 two more post-doctoral research grants were awarded to the department.

Since the post-doc researchers are also involved in teaching and supervision of our students, the department profits immensely from this grant scheme.

8.5. Quality control management in the curriculum. Methods for quality improvement

Quality control of the curricula is arranged according to the regulations of the University of Tartu, for more information, please see section 1.5.

According to paragraph 232 in the Study Regulations (accessible at http:www.ut.ee/livelink_files/1374177.html), the quality assurance of teaching and courses is carried out via student questionnaires (as described in section 4.5). Evaluation is made through the Study Information System and is compulsory for the student. The results are available individually to the teacher of the course. A survey of the results is available to the head of the Institute, the head of the Department and the Programme Manager.

Student questionnaires give continuing feedback to the teaching staff and academic structures about the teaching process in certain subject areas. The gathered
information can be used to improve the courses. Students and teachers can present the problems and suggestions to the Programme Manager and specialists of academic affairs.

Quality management of the curriculum also includes compiling annual self-evaluation reports in SIS, consultations at the Programme Council, at the Council of the Institute of Philosophy and Semiotics, as well as negotiations with foreign specialists.

**8.6. Feedback from students, graduates and potential employers**

Student questionnaires concerning individual lecture courses were described in Sections 4.5, 8.5. Similarly, it is possible for the students to evaluate the entire curriculum. As for graduates, the University of Tartu Students’ Career Service Centre requests feedback from all the graduates of the University. Since 2001, the results have been available to the public on the web page (accessed at http://www.ut.ee/career). In June 2003 an opinion poll of employers was conducted about graduates of the University of Tartu which revealed that the enterprises/institutions who had hired graduates of the University of Tartu are definitely satisfied with the knowledge and skills of their young specialists. The strengths of the University of Tartu graduates are their knowledge of their speciality and independence in their work. There is, however, room for improvement as far as teamwork is concerned. The employers had most often hired graduates of the Faculties of Philosophy, Economics and the Medical Faculty of the University of Tartu. In their cooperation with the University, the enterprises/institutions consider offering students possibilities of practice to be most important. The hired employees’ continuing education can be facilitated indirectly instead, by allowing them to take in-service courses; but the majority of employers believe that this has no influence on the quality of work. The handling of the proposals depends on how big the changes concerned are going to be. Smaller changes (i.e. problems with the courses and the timetable) can be made by the specialists of studies or delegated to relevant teachers. Major problems are discussed at the Programme Council of the Institute of Philosophy and Semiotics.

**8.7. International relations and strengths and weaknesses of quality control**

Internationalisation

Strengths

- Constant and high number of international events in our department that connect our faculty and our students with the scientific community
- Increasing participation in international research networks and projects
- Constant and high number of visiting lecturers
- Constant and (relatively) high number of foreign researchers and teachers
- Reasonable amount of courses in philosophy offered in English
• Possibility to graduate with supervision in English, and a thesis in English (which is very useful, after the BA or MA when applying for study programs abroad)
• International MA program in Practical Philosophy

Weaknesses
• No international PhD program
• Difficulties with the English language requirement at the PhD level

For elimination of the weaknesses, we see the remedy in development of international co-operation with our networks and partner universities. PhD students are encouraged to participate more in the international projects, seminars, workshops and discussion forums. Additional foreign language training is possible by taking respective optional courses in the PhD curricula.

Quality Control

Strengths
• University-wide electronic teaching and curricula evaluation system.
• University-wide award system: e.g., annual awards to the best teachers of each of the four subjects fields of the University (Humaniora, Socialia, Realia et Naturalia, Medicina)

Weakness
• The teaching evaluation is often useless, since the “interesting” information is in part “B” – recommendations and suggestions for course development –, which is not obligatory to fill out. This makes it very difficult for the teacher to derive any conclusions from his or her evaluation. (See Appendix 20 for the evaluation form).

For elimination of the weakness, we first encourage our students to fill out the recommendations’ part of the evaluation form, and second, we suggest that the Office of Academic Affairs would make part B obligatory as well.
Appendix 1. The Structure of the University of Tartu
## Appendix 2. Quantitative indicators

<table>
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<th></th>
<th>Total</th>
<th>Professional higher education studies</th>
<th>Bachelor studies</th>
<th>Integrated studies</th>
<th>Teachers’certificate studies (one year)</th>
<th>Master studies</th>
<th>Doctoral studies</th>
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<td>3+2</td>
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<td>4+2</td>
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</table>
Appendix 3. Structure of the Faculty of Philosophy

Dean’s Office

Institute of History and Archaeology
- Chair of Archaeology
- Chair of Archival Studies
- Chair of Art History
- Chair of Estonian History
- Chair of General History
- Chair of Modern and Contemporary History

Institute of Estonian and General Linguistics
- Department of Estonian
- Department of Estonian as a Foreign Language
- Department of Finno-Ugrian Studies
- Department of General Linguistics
- Centre for South Estonian Language and Culture Studies

Institute of Philosophy and Semiotics
- Department of Philosophy
- Department of Semiotics

Institute of Germanic, Romance and Slavonic Languages and Literatures
- Department of English Language and Literature
- Department of Classical Philology
- Department of Romance Languages and Literatures
- Department of German Language and Literature
- Department of Scandinavian Languages and Literatures
- Department of Slavonic Languages and Literatures

Institute for Cultural Research and Fine Arts
- Department of Literature and Theatre Research
- Department of Estonian and Comparative Folklore
- Department of Ethnology
- Department of Arts

Language Centre
- Division of Estonian
- Division of English
- Division of German and French
- Division of Russian
- Division of European and Asian Languages
Appendix 4. Students of the Faculty of Philosophy in accordance with curricula (01.06.2009)

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<th>LEVEL</th>
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Appendix 5. Members of Council of the Institute of Philosophy and Semiotics

Approved 28 April 2009 (1-9/FL-516)

1. Margit Sutrop, Professor, Head of the Institute of Philosophy and Semiotics
2. Kalevi Kull, Professor
3. Ülo Matjus, Professor
4. Peeter Torop, Professor
5. Daniel Cohnitz, Professor extraordinarius
6. Rein Vihalemm, Professor extraordinarius
7. Ülo Kaevats, Professor of Tallinn Technical University
8. Endla Lõhkivi, Associate Professor
9. Ülle Pärli, Associate Professor
10. Piret Kuusk, Head of laboratory at the Institute of Physics, Senior Research Fellow
11. Romet Jakapi, Senior Research Fellow
12. Mihhail Lotman, Senior Research Fellow
13. Eduard Parhomenko, Lecturer
14. Timo Maran, Senior Research Fellow
15. Bruno Mölder, Extraordinary Research Fellow
16. Marek Volt, Extraordinary Research Fellow
17. Silvi Salupere, Assistant
18. Mihkel Kunnus, Representative of students (Bachelor's studies of Semiotics)
19. Mihkel Truup, Representative of students (Bachelor's studies of Semiotics)
20. Laura Kalda, Representative of students (Master's studies of Philosophy)
21. Eva Lepik, Representative of students (Doctoral Studies of Semiotics)
22. Toomas Lott, Representative of students (Doctoral Studies of Philosophy)
23. Ruth Jürjo, Co-ordinator of the Institute of Philosophy and Semiotics
Appendix 6. Members of Programme Councils of the Institute of Philosophy and Semiotics

Approved 10 June 2009 (1-9/FL-698)

Philosophy

Ülo Matjus, Professor, Programme Manager, Head of the Programme Council
Margit Sutrop, Professor, Head of the Institute of Philosophy and Semiotics
Peeter Torop, Professor
Endla Lõhkivi, Associate Professor
Tiiu Hallap, Lecturer
Gea Kõverjalg, Programme Manager (Open University), representative of students
Aive Pevkur, advisor at State Chancellery, representative of employers
Ruth Jürjo, Co-ordinator of the Institute of Philosophy and Semiotics

Semiotics

Kalevi Kull, Professor, Programme Manager (PhD curriculum), Head of the Programme Council
Peeter Torop Professor
Peeter Tulviste Professor
Ülo Matjus Professor
Katre Väli, Programme Manager (BA and MA curricula), representative of students
Anu Haamer, representative of students
Toomas Kiho, Editor in Chief of journal “Akadeemia”, representative of employers
Ulvi Urm, Secretary of Department of Semiotics
Appendix 7. IPS development plan 2009-2015

1. Mission

The mission of the Institute of Philosophy and Semiotics of University of Tartu is to provide teaching and research of philosophy and semiotics at the world-class level and to develop these research fields in collaboration with other international leading science centres.

The teaching, research, and development activities carried out at the Institute of Philosophy and Semiotics will help to build the knowledge-based society and to ensure the continuity of educated Estonia. As the research on these fields has a direct effect on Estonian culture and identity, philosophy and semiotics will similarly with other national sciences help to shape Estonian identity and guarantee preservation and development of our cultural heritage.

2. Vision

The Institute of Philosophy and Semiotics of University of Tartu is an internationally renowned teaching and research centre and the bearer of Estonian academic culture and spirit on the field of philosophy and semiotics. Department of Philosophy will develop its competence centres and become an important leading centre in the Baltic region. Department of Semiotics will be shaped to become the main centre of semiotics in Estonia and at the same time to belong to the top centres of semiotics in the world.

3. Strategic Aims

3.1. IPS ensures that the fields of philosophy and semiotics are both internationally recognized and the best in Estonia. (A2015 3.1)

3.2. IPS is an attractive learning and working environment, with an international staff and student body. In addition to theoretical and practical philosophy and philosophy of science, DP will develop a competence centre for history of philosophy (creating a strategic professorship in philosophy of history). In addition to culture and biosemiotics, DS will develop competence centers for sociosemiotics and general semiotics (creating two professorships, one of them being strategic) (A2015 3.2)

3.3. Academic staff of DS takes active part in the work of the Center of Excellence in Cultural Theory (CECT). (A2015 3.3)

3.4. In cooperation with the interdisciplinary Centre for Ethics and Jakob von Uexküll Centre, the IPS exerts an active influence on Estonia’s economic and cultural life and social development, promoting it’s research results to the society, developing lifelong learning and incorporating the general public into discussions on truth, knowledge, values and norms through conferences, workshops and ethics portal (www.eetika.ee).

3.5. IPS will develop its infrastructure together with the Centre for Ethics at Jakobi 2, (Humanities Campus), the working and studying conditions will be modern and meet all standards. All the libraries (DP, DS, CE and Sebeok’s memorial library) will be joined together and situated at the same building. (A2015 3.5)

4. People
4.1. Students

4.1.1 Close cooperation with establishments providing secondary education and with the GTDC (Gifted and Talented Development Centre, University of Tartu) will be maintained, for example when organizing National Philosophy Olympiad, in order to prepare highly motivated student candidates (A2015: 4.1.2)

4.1.2 The admission, career and academic counseling support systems will be improved. The dissemination of relevant information to target groups will be improved in cooperation with the Estonian Philosophy Teachers Association and high schools. (A2015: 4.1.2)

4.1.3 Various target groups studying at the university will be supported, including promotion of continuing education and retraining programs. Student mobility will be supported.

4.1.4 Marketing activities will be expanded to recruit motivated student candidates for international curricula. (A2015: 4.1.5)

4.1.5 Learner-centred teaching environment will be developed and a lifelong learning approach promoted. (A2015: 4.1.10)

4.2 Employees (academic and research staff)

4.2.1 Availability and continuity of teaching and research staff in four teaching and research branches of philosophy and in three teaching and research branches of semiotics will be ensured. Research and teaching of both philosophy and semiotics are ensured in their variability and diversity.

4.2.2 IPS actively contributes to UT’s internationalization plans, involving international specialists in teaching and research in order to ensure high international level of research and teaching, to improve the English language skills of the students and to raise their ability to compete at the international level.

4.2.3 The strategic professorship position in history of philosophy will be filled through international competition. For co-financing the professorship we will apply for Archimedes Foundation program for inviting foreign specialists. (A2015: 4.2.5.)

4.2.4 The general semiotics professorship position will be filled through international competition. For co-financing the professorship we will apply for Archimedes Foundation program for inviting foreign specialists. (A2015: 4.2.5.)

4.2.5 Resources to create new positions are applied for to attract Estonian lecturers and researchers who have defended their doctoral degrees abroad, or who are working aboard. (A2015: 4.2.4)

4.2.6 The professional development of the employees will be promoted, especially abroad.

5. Core Activities

5.1 Studies

5.1.1 It is possible to study philosophy and semiotics at all levels of higher education.

5.1.2 BA and MA curricula will be developed both in philosophy and in semiotics. At the first level of higher education, the studies on both fields are guaranteed to be based on curricula in Estonian, but also contain courses and modules taught in English. (A2015: 5.1.3.)
5.1.3. The developing of the Semiotics MA Programme in English will be carried on. In practical philosophy, creating and developing Baltic-Nordic joint MA program in English, “Theories of Good Society” will continue. The web-based curriculum “Bioethics” will be worked out in cooperation with the Centre for Ethics. The Chair of Theoretical Philosophy will lead the creating of the international interdisciplinary web-based curriculum on cognitive sciences.

5.1.4 Two doctoral school applications will be taken part in: 1) Doctoral School of Linguistics, Philosophy and Semiotics and 2) Doctoral School of Cultural Studies. Specialised thematic doctoral schools will be established, doctoral students will be recruited through international competition.

5.1.5 Doctoral studies in English will be developed further. Measures to improve the effectiveness of doctoral studies will be implemented. (A2015: 5.1.7)

5.1.6. New study materials in Estonian and in English will be compiled. The amount of web based courses will be increased. (A2015: 5.1.5.)

5.1.7. Continuing education modules and curricula for retraining and continuing education of philosophy teachers will be developed further. (A2015: 5.1.9, 5.1.10)

5.1.8. In collaboration with Estonian and international partners, internship facilities for semiotics students will be found. In cooperation with schools, pedagogical internship possibilities for preparing the teachers of philosophy will be found. (A2015: 5.1.8)

5.2 Research and development

5.2.1. The strategic professorships in history of philosophy and general semiotics will be opened, and the research groups on these fields will be strengthened.

5.2.2. New grants from the EU Framework Programmes, EU Structural Funds, NordForsk, NordPlus, Nordic Spaces, EEA finance scheme, other international schemes and also local research grants will be filled and applied for.

5.2.3. Large scale cooperation will be developed with international partners. Baltic Sea regional competence centre in philosophy and also in semiotics will be established. The centres will incorporate researchers from the fields of theoretical philosophy, practical philosophy, philosophy of science, history of philosophy and semiotics.

5.2.4. The interdisciplinary research will be continued and widened, including ethics, political philosophy, cognitive sciences, philosophy of science and semiotics and its different branches. Competence centers will be created in the departments of IPS for working through new and important theoretical and practical themes.

5.2.5. On the field of history of philosophy, research on phenomenological-hermeneutical philosophy will continue, new research groups on ancient philosophy and on early modern philosophy will be formed. In cooperation with Baltic Sea area and UK leading research universities, the competence centre for early modern philosophy will be established. Systematic research on the history of Estonian philosophy will be started with.

5.2.6. On the field of practical philosophy, a strong cooperation network with Baltic Sea area leading research centers will be established, continuing cooperation with partners form Germany, UK and the USA. Research projects on moral philosophy, political philosophy and bioethics will be filled and applied for in collaboration, and joint curricula developed together. In cooperation with partners from Italy, Greece, UK, India, China and the USA, consortium will be created to study the ethical and social aspects of biometrics and the new ICT. Strong base for research in philosophy
of medicine will be provided together with the leading research universities in the Baltic Sea area.

5.2.7. On the field of philosophy of science, philosophy of special sciences, physics, chemistry, biology and social sciences will be developed. In cooperation with partners, the consortium for studying interdisciplinary scientific culture and practices will be created.

5.2.8. On the field of theoretical philosophy, a research group will be formed in cooperation with Finnish and German partners to carry out research on early logical positivism. The research on philosophy of language and philosophy of mind, philosophy of mathematics, philosophy of logic will be developed.

5.2.9. The possibilities for post-doctoral studies will be developed further in both philosophy and semiotics.

5.2.10. The publishing of the international peer-reviewed science journals Studia Philosophica Estonica, Sign Systems Studies and international book series Tartu Semiotics Library will continue.

5.2.11. In order to popularize semiotics, the publishing of web-based journal Hortus Semioticus and Estonian-speaking journal Acta Semiotica Estica, which is issued in cooperation with Estonian Semiotics Association, will continue. To popularize philosophy, the compiling of the special issues of Studia Philosophica Estica in Estonian, publishing articles in journal Akadeemia and compiling books in Estonian will go on.

5.2.12. Translating key texts in philosophy and semiotics into Estonian will continue. In order to popularize ethics, public events will be organized, (translated) compendiums will be published and ethics portal will be developed.

5.2.13. High-level science events will be organized in cooperation with international research organizations, including Baltic Sea area network partners. Organising Annual Conference of Estonian Philosophy will continue.

5.2.14. The development of the documentation, information and communication portal in ethics www.eetika.ee will continue in cooperation with Centre for Ethics.

5.2.15. DS will create a spin-off company for applied semiotics (for semiotic expertise and other projects of applied semiotics) (A2015: 5.2.3)

5.2.16. The participation in the work of the Centre of Excellence in Cultural Theory will continue. Cooperation will be developed with close disciplines and research groups in Estonia.

6. Organization

6.1 Study and work environment

6.1.1 New rooms at Jakobi 2 (2011-2013) will create attractive environment for studying and working and also lets different work groups in the IPS integrate their activities better.

6.1.2. The library [libraries] will be preserved and developed further.

7. Implementation

7.1. In achieving its strategic goals, IPS will also take notice of UT strategic plan A2015, strategic plan of the Humaniora, UT language principles and its budgetary framework.

7.2 Arrangements for the implementation of the strategic plan shall be the responsibility of the IPS council, head of the IPS and heads of the departments.
Appendix 8. Curriculum of philosophy (BA studies 2437 (6227102))

Code of curriculum: 2437
Statistics code of curriculum: 6227102
Curriculum: Philosophy
Faculty: Faculty of Philosophy
Level of study: Bachelor’s studies
System of study: subject system
Study period (in years): 3
Credits: 120
ECTS credits: 180
Date of confirmation at the University Council: 30.11.2001
Accreditation: accredited
Accreditation from 18.06.2002
Accreditation until 18.06.2009
Degree to be awarded in English: Bachelor of Arts in Humanities (BA)
Document issued at graduation: Diploma
Date of registration at the Ministry of Education and Research database: 22.08.2002
ISCED - 97 level: 5A1
Programme Manager: Ülo Matjus

Admission requirements
Completion of secondary education in Estonia or equivalent level of education in a foreign state.

General objectives
To provide fundamental knowledge in the field of philosophy and to prepare students for continuing studies at the master’s programme.

Study outcomes
After having successfully completed the programme, the student:

1) has systematic knowledge of theoretical foundations, main concepts, schools of thought, research methods and current trends of different branches of philosophy, all necessary for continuation of the studies at master’s programme;
2) is capable of seeing connections between philosophy, sciences, and other areas of intellectual endeavour;

3) knows possible application areas of philosophical competence;

4) has basic research skills such as ability to analyse and interpret various texts, formulate problems, construct arguments, and also academic writing skills in Estonian and at least in one foreign language;

5) ethical basis for estimating the role and responsibility for applying one’s knowledge in practical decisions.

Brief description of curriculum

Basic studies consist of one humanitarian field base module (16 CP / 24 ECTS) and the base module of philosophy (16 CP / 24 ECTS). In the narrow field studies one must choose philosophy narrow field module (16 CP / 24 ECTS) plus an additional narrow field module from some other curriculum. In the speciality studies one must choose the philosophy speciality module (16 CP / 24 ECTS) plus an additional speciality module either in political philosophy or the speciality module of some other curriculum. In addition to that, the curriculum includes modules of elective subjects (8 CP / 12 ECTS), optional subjects (8 CP / 12 ECTS), and bachelor thesis in philosophy (8 CP / 12 ECTS).

1. Obligatory Core Modules (32 CP)

1.1. Base module I (16 CP)

FLEE.02.129 Estonian Orthography and Creative Composition I (2 CP)
FLEE.02.130 Basics of Academic Writing: Estonian Composition II (2 CP)
Foreign language (beginners’ level) (4 CP)
Courses in Cultural Studies (8 CP):

  FLKU.05.019 Cultural Histories I (2 CP)
  FLKU.05.020 Cultural Histories II (2 CP)
  FLAJ.07.198 History of European Ideas (2 CP)
  USUS.06.127 History of Religions (2 CP)
  FLGR.01.259 Intercultural Communication (2 CP)
  FLFI.00.001 Introduction to Philosophy (2 CP)
  FLAJ.07.199 Key Texts in the History of European Ideas (2 CP)
  USUS.06.128 Region in the Occidental Culture (2 CP)
  FLSE.00.216 The Basics of Semiotics (2 CP)
  FLGR.02.460 The Heritage from Classical Antiquity in the European cultural tradition (2 CP)
1.2. Base module II: Philosophy (16 CP)

FLFI.01.053 Introduction to History of Philosophy (2 CP)
FLFI.01.054 The Sources and Formation of Metaphysics from Ancient Greece to Early Modern Period (2 CP)
FLFI.02.003 Basics of Ethics (2 CP)
FLFI.02.028 Seminar in Ethics (2 CP)
FLFI.01.018 Introduction to Philosophical Literature (2 CP)
FLFI.04.013 Introduction to Epistemology (2 CP)
FLFI.03.036 Introduction to Philosophy of Language (2 CP)
MTAT.05.018 or FLFI.04.024 Logic I (2 CP)

2. Narrow Field Modules (32 CP)

2.1. Narrow field module: Philosophy (16 CP)

FLFI.01.020 German Classical Philosophy (2 CP)
FLFI.01.021 Philosophy of the 2nd Half of the 19th Century and of the 20th Century (2 CP)
FLFI.02.008 Introduction to Social-Political Philosophy (4 CP)
FLFI.03.007 Philosophy and Methodology of Science (2 CP)
FLFI.03.009 or FLFI.04.014 Introduction to Analytical Metaphysics and the Philosophy of Mind (2 CP)
FLFI.00.022 Specialisation Seminar (4 CP)

2.2. Narrow field module II (16 CP)
(at student’s choice from some other curriculum)

3. Speciality Modules (32 CP)

3.1. Speciality module I: Philosophy (16 CP)

FLFI.01.011 or FLFI.02.065 Aesthetics (2 CP)
FLFI.01.057 Selected Topics from Phenomenology and Hermeneutics (2 CP)
FLFI.03.023 Selected Topics in Philosophy of Science (2 CP)
FLFI.00.024 Seminar on Selected Topics/Authors I (2 CP)
FLFI.00.025 Seminar on Selected Topics/Authors II (2 CP)
FLFI.00.026 Seminar on Selected Topics/Authors III (2 CP)
FLFI.00.032 Graduation Seminar (4 CP)

3.2. Speciality module II: Political philosophy (16 CP)

FLFI.02.112 Radical Political Philosophy (4 CP)
FLFI.02.113 The Philosophy of the Young Marx (4 CP)
SORG.00.073 20th Century Political Philosophy (4 CP)
SORG.00.076 Political Liberty (4 CP)

3.3. Speciality module II (16 CP)
(at student’s choice from some other curriculum)

4. Elective Subject Modules (8 CP)

4.1. Electives from Philosophy (0-4 CP)

FLFI.03.002 Analytical Metaphysics (2 CP)
FLFI.02.081 Business Ethics (2 CP)
FLFI.02.107 Environmental Philosophy (2 CP)
FLFI.02.118 Health and Society (2 CP)
FLFI.04.015 Logic II (Metalogic / Non-Classical Logic / Modal Logic) (2 CP)
FLFI.01.062 Philosophical-Historical Introduction to Philosophy (2 CP)
FLFI.02.027 Philosophy of History (4 CP)
FLFI.03.079 Seminar: Philosophy of Social Science (2 CP)

4.2. Foreign Languages, including Latin and Greek (4-8 CP)

4.3. Electives from other departments (0-4 CP)

FLSE.00.058 Biosemiotics (2 CP)
FLSE.00.140 History of Semiotics (4 CP)
FLEE.08.001 Introduction to General Linguistics (2 CP)
MTAT.05.019 Logic II (4 CP)
5. Optional Subjects (8 CP)

6. Graduation Thesis (8 CP)
   FLFI.00.078 Graduation Thesis in Philosophy (8 CP)
Appendix 9. Curriculum of philosophy (MA studies 2559 (7227102))

Code of curriculum: 2559
Statistics code of curriculum: 7227102
Curriculum: Philosophy
Faculty: Faculty of Philosophy
Level of study: Master's studies
System of study: subject system
Study period (in years): 2
Credits: 80
ECTS credits: 120
Date of confirmation at the University Council: 30.11.2001
Accreditation: accredited
Accreditation from 18.06.2002
Accreditation until 18.06.2009
Degree to be awarded in English: Master of Arts in Humanities (Philosophy, Teacher of Philosophy) (MA)
Document issued at graduation: Diploma
Date of registration at the Ministry of Education and Research database: 22.08.2002
ISCED - 97 level: 5A2
Programme Manager: Ülo Matjus

Admission requirements
Bachelor's degree or equivalent level of education. The competition requirements will be specified in the admission regulations of the University of Tartu.

General objectives
General objectives of the curriculum are to provide the students with up-to-date specialised education in philosophy, conforming to the best international standards, which will open up a wide field of excellent job opportunities, both in Estonia and abroad, not only in philosophy, but also in the spheres of science, higher education, public sector or business. MA curriculum prepares students for further postgraduate studies in philosophy at the doctoral level.

Study outcomes
After having successfully completed the programme, the student:

1) acquires a systematic overview of the field of philosophy and knows the theoretical developments, concepts and terms and main areas of research;

2) is capable of applying the knowledge of the discipline in a chosen narrow field of research;

3) is capable to create and compare interdisciplinary connections;

4) is able to identify problems related to philosophy and suggest solutions to the extent of specialisation expertise;

5) possesses skills and competence of teaching philosophy;

6) possesses skills of public (oral) presentation and argumentation in academic and non-academic discussions in Estonian and in foreign languages;

7) is capable of continuing on to doctoral studies or work in the fields where philosophical competence is assumed.

Brief description of curriculum

MA studies in philosophy consist of general subjects (26 CP / 39 ECTS), special subjects according to individual program (30 CP / 45 ECTS), optional subjects (4 CP / 6 ECTS), and MA thesis in philosophy (20 CP / 30 ECTS).

It’s also possible to become teacher of philosophy (secondary/high school level); in order to do so, a student has to choose teacher training (30 CP / 45 ECTS) as special subjects’ module.

1. General subjects (26 CP)

FLFI.00.033 Central Issues in Philosophy I (2 CP)
FLFI.00.080 Central Issues in Philosophy II (2 CP)
FLFI.01.077 History of Philosophy I: From Ancient Greek Philosophy to Early Modern Philosophy (2 CP)
FLFI.01.076 History of Philosophy II: From I. Kant to Phenomenological Philosophy (2 CP)
FLFI.02.073 Practical Philosophy I: Moral Philosophy (2 CP)
FLFI.02.115 Practical Philosophy II: Political Philosophy (2 CP)
FLFI.03.057 Philosophy of Science I (2 CP)
FLFI.03.081 Philosophy of Science II (2 CP)
FLFI.04.016 Theoretical Philosophy I: Advanced Topics in the Philosophy of Language and Logic (2 CP)
FLFI.04.017 Theoretical Philosophy II: Advanced Topics in Metaphysics and the Philosophy of Mind (2 CP)
FLFI.00.081 MA Seminar (6 CP)

2. Special subjects according to individual program (30 CP)
2.1. Special subjects (30 CP)

FLFI.00.082 Specialisation Course I (4 CP)
FLFI.00.083 Specialisation Course II (4 CP)
FLFI.00.084 Specialisation Course III (4 CP)
FLFI.00.085 Specialisation Course IV (4 CP)
FLFI.00.086 Specialisation Course V (4 CP)
FLFI.04.018 Logic for Master Students (Metalogic / Non-Classical Logic / Modal Logic) (2 CP) or MTAT.05.010 Logic (for Postgraduated Students) (2 CP)
FLFI.00.046 Teaching Philosophy (2 CP)
FLFI.00.087 Research Seminar (6 CP)

2.2. Special subjects – teacher training (30 CP)

2.2.1. Teaching philosophy (14 CP)
FLFI.00.041 Didactics of Philosophy (4 CP)
FLFI.00.088 Teaching Practice at Secondary School (10 CP)

2.2.2. Studies in educational theory and psychology (16 CP)
SOPH.00.281 Cognition and Action (4 CP)
HTPK.02.112 Educational Psychology (4 CP)
HTPK.01.159 Foundation of Education (4 CP)
HTPK.02.100 Pedagogical Communication (4 CP)

3. Optional Subjects (4 CP)

4. MA thesis (20 CP)
FLFI.00.071 Master’s Thesis in Philosophy (20 CP)
Appendix 10. Curriculum of philosophy (PhD studies 80355 (8896212))

Code of curriculum: 80355
Statistics code of curriculum: 8896212
Curriculum: Philosophy
Faculty: Faculty of Philosophy
Level of study: Doctorate studies
System of study: subject system
Study period (in years): 4
Credits: 160
ECTS credits: 240
Date of confirmation at the University Council: 28.10.2005
Accreditation: accredited
Accreditation from 18.06.2002
Accreditation until 18.06.2009
Degree to be awarded in English: Doctor of Philosophy (Philosophy) (PhD)
Document issued at graduation: Diploma
Date of registration at the Ministry of Education and Research database: 05.01.2006
ISCED - 97 level: 6
Programme Manager: Ülo Matjus

Admission requirements
1. Applicants for PhD study must hold a Master's degree or other equivalent qualification.
2. Admission requirements are set out in UT Admission Rules.

General objectives
The general aim of the Curricula is to raise the level of PhD students´ learning and skills to the standard expected of speciality professionals and recognised in the international research arena. PhD students are prepared for employment as teaching or research staff members of the university or other research institutions, or as lead professional specialists in non-academic establishments. The principal components of quality research-based education possessed by PhD-holding specialists are state-of-the-art knowledge in their speciality, research skills, a comprehensive scientific worldview and competence in development work, management and teaching.
Study outcomes
After having successfully completed the programme, the student:

1. knows research methods applied in philosophy, is acquainted with theoretical conceptions, concepts and developments in the area;
2. knows the interdisciplinary connections with areas related with philosophy;
3. is capable of synthesis, applying research methods to new areas of research;
4. is able to present one’s views in the form of research articles and oral presentations in Estonian and at least in one foreign language;
5. is capable of lecturing in philosophy at MA and BA levels and supervising MA and BA level graduate theses;
6. has good analytic skills, critical and self-critical sense;
7. is fluent in academic discussions;
8. has a sufficient competence to fulfil management and teaching tasks.

Brief description of curriculum
The volume of PhD study is 160 CP/240 ECTS, of which PhD study makes up 40 CP/60 ECTS and PhD research 120 CP/180 ECTS. PhD study consists of speciality subjects (24 CP /36 ECTS), University-wide elective subjects (8 CP / 12 ECTS), practice learning in teaching at university level (4 CP / 6 ECTS) and optional subjects (4 CP / 6 ECTS). In conducting their research, PhD students are advised by the supervisor(s) approved by the Council of the Institute. PhD students’ progress in research is evaluated once each academic year by an Evaluation Board. The requirements established for PhD theses are set out in the Constitutive Rules for UT Research Degrees and Resolution of the Council of the Faculty of Philosophy.

1. Speciality subjects (24 CP)
FLFI.00.011 Reading in Estonian Philosophy (4 CP)
FLFI.01.040 Reading in History of Philosophy (for Doctoral Students) (4 CP)
FLFI.02.046 Reading in Practical Philosophy (4 CP)
FLFI.03.040 Reading Course in Philosophy of Science (4 CP)
FLFI.00.017 Reading in Philosophy (4 CP)
FLFI.00.053 Special subject according to individual curriculum (4 CP)

2. University-wide elective subjects (8 CP)
FLFI.02.106 Education and Society (2 CP)
FLFI.00.052 Ethics and Methodology of Science (4 CP)
FLFI.01.080 Introduction to History of Philosophy (for PhD Students) (2 CP)
FLFI.04.024 Logic I (2 CP)
SOZU.01.191 Academic Self-expression (2 CP)
FLKU.05.123 Academic Writing for Doctoral Students (2 CP)
FLEE.04.184 Analysis of communication data and methods of analysis (4 CP)
ARTH.02.063 Bioethics (2 CP)
MTAT.03.191 e-Learning Technologies in Higher Education (2 CP)
SORG.00.017 European Research and Higher Education Area (2 CP)
OIAO.07.064 History and Theory of International Law (4 CP)
FLAJ.00.050 Introduction to Information Research (2 CP)
MTAT.08.025 Introduction to Scientific Computing (3 ECTS)
HTHT.00.009 Learning and Teaching in Higher Education (4 CP)
SOSS.00.097 Logical Quantitative Models (4 CP)
MJJV.03.136 Management (4 CP)
OIEO.01.031 Methods of Text Interpretation (2 CP)
FLEE.02.116 Oral Presentation (2 CP)
SORG.00.081 Political Theory (4 CP)
USUS.03.096 Public Speaking (2 CP)
LOOM.04.068 Public Speaking in Science (2 CP)
USUS.02.076 Religious Aspects of History of Science (2 CP)
USUS.02.068 Science and Religion (2 CP)
LOLO.00.037 Science communication (2 CP)
FLSE.00.247 Semiotics (3 CP)
MTMS.01.091 Statistical Data Analysis for Empirical Research (3 ECTS)

3. Practice Learning in Teaching at University Level (4 CP)
FLFI.00.054 Practical Teaching in University (4 CP)

4. Optional Subjects (4 CP)

5. Research (120 CP)
FLFI.00.016 Doctoral Seminar (10 CP)
FLFI.00.051 Doctoral Thesis (110 CP)
Appendix 11. Old curriculum of philosophy (PhD studies 2649 (8227101))

Code of curriculum: 2649
Statistics code of curriculum: 8227101
Curriculum: Philosophy
Faculty: Faculty of Philosophy
Level of study: Doctorate studies
System of study: subject system
Study period (in years): 4
Credits: 160
ECTS credits: 240
Date of confirmation at the University Council: 24.11.1995
Accreditation: accredited
Accreditation from 18.06.2002
Accreditation until 18.06.2009
Degree to be awarded in English: doctor philosophiae (PhD)
Document issued at graduation: Diploma
Date of registration at the Ministry of Education and Research database: 05.05.2002
ISCED - 97 level: 6
Programme Manager: Ülo Matjus

Admission requirements
1. Applicants for PhD study must hold a Master's degree or other equivalent qualification.
2. Admission requirements are set out in UT Admission Rules.

Brief description of curriculum
The curriculum includes (1) doctoral studies (40 CP) which are divided into general subjects (20 CP) and special subjects according to the individual study plan (20 CP), including electives (4 CP). This is followed by (2) research (120 CP) which includes doctoral seminar (10 CP) and writing of the thesis, with a subsequent public defense (110 CP).

In conducting their research, PhD students are advised by the supervisor(s) approved by the Council of the Institute. The requirements established for PhD theses are set out in the Constitutive Rules for UT Research Degrees and Resolution of the Council of the Faculty of Philosophy.
1. Doctoral studies (40 CP)

1.1. General subjects (22 CP)

FLFI.00.011 Reading in Estonian Philosophy (4 CP)
FLFI.01.040 Reading in History of Philosophy (for Doctoral Students) (4 CP)
FLFI.02.046 Reading in Practical Philosophy (4 CP)
FLFI.03.040 Reading Course in Philosophy of Science (4 CP)
FLFI.00.017 Reading in Philosophy (4 CP)
FLFI.00.047 Teaching Methods in Philosophy (for PhD students) (2 CP)

1.2. Special subjects according to the individual program (18 CP)

FLFI.01.070 or FLFI.02.091 or FLFI.03.064 Special Subjects According to the Individual Curriculum (14 CP)
Optional Subject(s) (4 CP)

2. Doctoral thesis (120 CP)

FLFI.00.016 Doctoral Seminar (10 CP)
FLFI.00.051 Doctoral Thesis (110 CP)
Appendix 12. Annotations for the subjects in the curriculum of philosophy (BA studies 2437)

**FLEE.02.129 Estonian Orthography and Creative Composition I (2 CP)**
Title in Estonian: Eesti keele suulise ja kirjaliku väljenduse õpetus I
Faculty/Department: Chair of Estonian Language (FLEE02)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 15 practice learning: 15 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturer: Eva Velsker (philosophy students’ group)
Objective in English: To polish students' spelling and usage skills. Where to find and how to use dictionaries and other reference materials. How to vary usage in different situations and functional styles. How to recognize the differences between standard language and professional usage, scientific language and scientific jargon.
Learning outcome in English: The student is able to compile a well-written and correct text; correct his or her mistakes, if necessary; see the differences between standard language and special professional usage, scientific language and scientific jargon; use the main sources of practical language planning (dictionaries, handbooks, websites, databases etc).

**FLEE.02.130 Basics of Academic Writing: Estonian Composition II (2 CP)**
Title in Estonian: Akadeemilise kirjutamise alused: eesti keele väljendusõpetus II
Faculty/Department: Chair of Estonian Language (FLEE02)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 20 practice learning: 20 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 40
Lecturer Eva Velsker (philosophy students’ group)
Objective in English To teach the students how to produce and understand texts in various situations, also how to see the importance and the role of the language in their activities.
Learning outcome in English To acquire knowledge about the structure and the types of text. The student will be able to compile a report on the basis of scientific texts, write official
letters and other texts. The student will be able to give a speech or presentation on his or her thesis.

Brief description in English: Students acquire a general idea of text, its structure and types; they are instructed to compile specific types of texts, such as official letters, non-fiction and scientific prose. What is the difference between oral and written language? How to compile and present a thesis?

**FLKU.05.019 Cultural Histories I (2 CP)**
Title in Estonian: Kultuurilood I
Faculty/Department: Chair of Comparative Literature (FLKU05)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 30 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturer: Kristin Kuutma

Objective in English: The goals of this course are to provide an analytical introduction to the methods and approaches for the study of culture as a complex phenomenon in historical change, and to practice skills in reading and interpreting a range of texts in cultural research. This course will introduce the main terminology and problems arising in the contextual study of culture by observing the continuity of past core text from epics to films.

Learning outcome in English: In completing this course, the student will have an overview of the main methods and terminology applied in the study of culture as a complex phenomenon in historical change. The student will be able to read cultural texts analytically and interpret them in context (circulation in different media, comparison of general tendencies and diverse chronological dynamics).

Brief description in English: The goals of this course are to provide an analytical introduction to the problems, methods, and approaches for the study of culture as a complex phenomenon in historical change, and to practice skills in reading a range of texts in cultural research. The constitutive concepts in this course are continuity and rupture in cultural history. Geographically the course focuses on Estonia and its location in Europe, though comparative examples and models are drawn from other cultural spaces. While the first half of the course covers a wider time span, from antiquity to the First World War, the second semester focuses on the 20th century. The course is centered on three questions:

1. How do large narratives function in culture and how does one read and interpret these founding narratives? What are the explanations for the tenacity and persistence of such narratives, and how are they transmitted?
2. What is meant by the phenomenon of cultural crisis or rupture? How do cultures manage shock, disturbance, and the danger of obliteration or collapse?
3. How do „core texts“ (both visual and written) operate in a culture across their range of spheres of influence?

**FLKU.05.020 Cultural Histories II (2 CP)**
Title in Estonian: Kultuurilood II
Faculty/Department: Chair of Comparative Literature (FLKU05)
Objective in English: The goals of this course are to provide an analytical introduction to the methods and approaches for the study of culture as a complex phenomenon in historical change, and to practice skills in reading and interpreting a range of texts in cultural research. This course will introduce the main terminology and problems arising in the contextual study of the cultural dynamics of the 20th century.

Learning outcome in English: In completing this course, the student will have an overview of the main methods and terminology applied in the study of culture as a complex phenomenon in historical change. The student will be able to read cultural texts analytically and interpret them in context (circulation in different media, comparison of general tendencies and diverse chronological dynamics). Brief description in English: The goals of this course are to provide an analytical introduction to the problems, methods, and approaches for the study of culture as a complex phenomenon in historical change, and to practice skills in reading a range of texts in cultural research. The constitutive concepts in this course are continuity and rupture in cultural history. Geographically the course focuses on Estonia and its location in Europe, though comparative examples and models are drawn from other cultural spaces. While the first half of the course covers a wider time span, from antiquity to the First World War, the second semester focuses on the 20th century. The course is centered on three questions:

1. How do large narratives function in culture and how does one read and interpret these founding narratives? What are the explanations for the tenacity and persistence of such narratives, and how are they transmitted?
2. What is meant by the phenomenon of cultural crisis or rupture? How do cultures manage shock, disturbance, and the danger of obliteration or collapse?
3. How do „core texts“ (both visual and written) operate in a culture across their range of spheres of influence?

**FLAJ.07.198 History of European Ideas (2 CP)**

Title in Estonian: Euroopa ideede ajalugu

Faculty/Department: Chair of General History (FLAJ07)

National credits: 2 CP

ECTS: 3

Duration in semesters: 1

Course assessment: exam

Course type: Regular course

Languages of teaching: Estonian

Work volumes and formats lectures: 24 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 56

Lecturer: Pärtel Piirimäe

Objective in English: The aim of the lecture course is to give an insight into the central moral and political ideas in European culture from the antiquity until the modernity.
Learning outcome in English: 1. The acquisition of basic systematic knowledge of European moral and political thought in their historical context
2. The ability to use central theoretical concepts and to understand their historical background

Brief description in English: The lecture course gives an insight into the central moral and political ideas in European culture from the antiquity until the modernity. The first part of the lecture course deals with the development of moral ideas, such as love, friendship, honour and happiness, which are essential for the understanding of the foundations of society and politics. The second part focuses on the social and political concepts, such as state, democracy, justice, liberty, empire, war and peace. The lectures pay closer attention to the period from humanism to the Enlightenment, which was the crucial era for the formation of modern ideologies. Following the contextual method in the history of ideas, the course looks both at the specific historical situations, in which certain ideas were proposed, and at the theoretical contexts, i.e. the competing ethical and political discourses. Thus the course is not restricted to the canonical list of “great thinkers”, but it also deals with less known thinkers whose contribution to the development of European ideas has been underrated.

USUS.06.127 History of Religions (2 CP)
Title in Estonian: Üldine usundilugu
Faculty/Department: Chair of Comparative Religious Studies (USUS06)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 32 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 48
Lecturer Ringo Ringvee
Objective in English: Aim of the course is to give an opportunity to acquire basic knowledge of world’s major religious traditions and of the principal religious concepts and meanings used in different cultures.
Learning outcome in English: after passing the course student has a systematic overview of different scientific approaches to religion, recognizes the appearances of religion in the life of people and in societies, recognizes the different manifestations of religion, has the knowledge of the history, central beliefs and practices of the larger religious tradition, can estimate the practical use of acquired knowledge.
Brief description in English: The course gives an overview about the basic concepts of world’s major religions in their historical development.

FLGR.01.259 Intercultural Communication (2 CP)
Title in Estonian: Kultuuridevaheline kommunikatsioon
Faculty/Department: Department of English Language and Literature (FLGR01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Objective in English: The course aims to introduce the main principles of communication, proceeding from the most recent theories of language, and analyse the links between interpersonal communication and cultural differences.
Learning outcome in English: The course facilitates the development of communicative competence, especially intercultural communicative competence, and more nuanced and context-sensitive understanding of texts in one’s native language and foreign languages. The course gives basic information about different cultures (values, temporal and spatial orientation, styles of verbal and non-verbal communication), develops skills for analysing reasons of intercultural miscommunication and helps to find means to overcome such difficulties.
Brief description in English: The course aims to introduce the main principles of communication, proceeding from the most recent theories of language, and analyse the links between interpersonal communication and cultural differences.

**FLFI.00.001 Introduction to Philosophy (2 CP)**
Title in Estonian: Sissejuhatus filosoofiasse
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 24 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturers: Roomet Jakapi (responsible), Bruno Mölder, Marek Volt
Objective in English:
1. To give an overview of the central concepts, problems and theories in different domains of philosophy.
2. To develop ability of critical thinking and improve argumentation skills.
Learning outcome in English:
1. Fair knowledge of the various domains and central problems of philosophy, ability to use philosophical concepts.
2. Good skills of theoretical thinking.
3. Good skills of critical analysis.
Brief description in English: Overview of the central concepts, problems and domains of philosophy. Philosophical problems and their solutions.

**FLAJ.07.199 Key Texts in the History of European Ideas (2 CP)**
Title in Estonian: Euroopa mõtteloo põhitekste
Faculty/Department: Department of History (FLAJ)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats: lectures: 0, practice learning: 0, seminars: 24, colloquia: 0, individual hours: 0, e-learning: 0, practical training: 0, independent work: 56
Lecturers: Pärtel Piirimäe
Objective in English: The aim of the course is to give a deeper insight into the central moral and political ideas in European culture from the antiquity until the modernity.
Learning outcome in English: 1. Comprehension of key issues and concepts in the development of European moral and political thinking. 2. The ability to read and understand theoretical texts in their historical context.
Brief description in English: The course complements the introductory lecture course “History of European ideas” and is based on its program. The course consists in seminars and independent study of sources and literature. The course program and the obligatory texts are available on the Study Information System and in the seminar apparatus at Tartu University Library.

USUS.06.128 Religion in the Occidental Culture (2 CP)
Title in Estonian: Religioon õhtumaises kultuuris
Faculty/Department: Chair of Comparative Religious Studies (USUS06)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats: lectures: 32, practice learning: 0, seminars: 0, colloquia: 0, individual hours: 0, e-learning: 0, practical training: 0, independent work: 48
Lecturers: Pille Valk
Objective in English: Student acquires basic knowledge necessary to see and understand the impact of Religion in the formation of the westerns culture in the past and nowadays.
Learning outcome in English: Student: 1. describes the impact of different religions in the history of European culture correlates this knowledge with wider historical context, explains the influence of religions and it's dynamics in contemporary western world. 2. Explains the impact of the Bible and Bible translation upon the development of culture and language. Recognizes different possibilities of interpretation of the sacred texts. 3. Knows main Bible stories reflected in the art and music, gives examples. 4. Points on correlations between the main events in Church history and wider historical context; gives examples about the impact of religious ideas upon the development of the society and culture.
Brief description in English: The course introduces the role of the religion in the western culture through: * history of culture (literature, art, music etc), * exploring religious background of historical events, * religious sociology (religious developments in history and nowadays)

FLSE.00.216 The Basics of Semiotics (2 CP)
Title in Estonian: Semiootika alused
Faculty/Department: Department of Semiotics (FLSE)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 30 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50  
Lecturers: Mihhail Lotman  
Objective in English: To give an overview of the methodological basis of humanitarian sciences and most important ideas and methods of semiotics. To introduce the leading schools of semiotics.  
Learning outcome in English: The student who has passed the course has an overview of foundational theories of the humanities, knows the principal concepts and approaches of semiotics, has acquired the foundations for independent semiotic thinking.  
Brief description in English: An overview of the foundations and methodology of semiotics. It is a comprehensive course that gives an outline of how semiotics has evolved as well as provides a systematic overview of its principal problems. Topics: knowledge, disciplines, signs; semiosis and its components; dimensions of semiosis: syntactics, semantics and pragmatics; generation and understanding of signs; semiosis and communication; semiotics, logic, philosophy of language, and hermeneutics. Semiotic problems are treated in their relations with the basic concepts of logic, linguistics, philosophy of language, hermeneutics, theory of communication and culturology.

FLGR.02.460 The Heritage from Classical Antiquity in the European cultural tradition (2 CP)  
Title in Estonian: Antiigi pärand Euroopa kultuuritraditsioonis  
Faculty/Department: Department of Classical Philology (FLGR02)  
National credits: 2 CP  
ECTS: 3  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 32 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 48  
Study period (in weeks) 2-16  
Lecturers: Anne Lill  
Objective in English: The aim of the course is to explain the basic aspects of the heritage which comes from ancient Greek and Roman culture and find its expression in literature, language, art and in other fields of culture. The purpose is to give freshmen (first year students) a systematized survey of the processes that have influenced the development of the European intellectual and spiritual atmosphere through centuries. The approach is casual and comparative, the elements of the study include mythology, religion, art, law system and various literary genres (epics, rhetoric, drama, prose). The survey is focused on the most important features that have influenced also Estonian culture (language and literature). Next to the literary legacy the attention is paid to other fields in social life, e.g. sport, theatre etc. The introductory knowledge in humanities will be obtained that leads to the sources of the cultural development in Western Europe (proceeding from the ancient Greek and Roman heritage). The material introduced during the course will widen philological and cultural competence and can be combined later with the knowledge in special courses.
Learning outcome in English: The aim of the course is to explain the basic aspects of the heritage which comes from ancient Greek and Roman culture and find its expression in literature, language, art and in other fields of culture. The purpose is to give freshmen (first year students) a systematized survey of the processes that have influenced the development of the European intellectual and spiritual atmosphere through centuries. The approach is casual and comparative, the elements of the study include mythology, religion, art, law system and various literary genres (epics, rhetoric, drama, prose). The survey is focused on the most important features that have influenced also Estonian culture (language and literature). Next to the literary legacy the attention is paid to other fields in social life, e.g. sport, theatre etc. The introductory knowledge in humanities will be obtained that leads to the sources of the cultural development in Western Europe (proceeding from the ancient Greek and Roman heritage). The material introduced during the course will widen philological and cultural competence and can be combined later with the knowledge in special courses.

Brief description in English: Ancient heritage in European Cultural Tradition. The aim of the course is to explain the basic aspects of the heritage, which comes from ancient Greek and Roman culture and find its expression in literature, language, art, and in other fields of culture. The purpose is to give freshmen (first year students) a systematized survey of the processes that have influenced the development of the European intellectual and spiritual atmosphere through centuries. The approach is casual and comparative, the elements of the study include mythology, religion, art, law system and various literary genres (epics, rhetoric, drama, prose). The survey is focused on the most important features that have influenced also Estonian culture (language and literature). Next to the literary legacy the attention is paid to other fields in social life, e.g. sport, theatre etc. The introductory knowledge in humanities will be obtained that leads to the sources of the cultural development in Western Europe (proceeding from the ancient Greek and Roman heritage). The material introduced during the course will widen philological and cultural competence and can be combined later with the knowledge in special courses.

**FLFI.01.053 Introduction to History of Philosophy (2 CP)**

**Title in Estonian:** Sissejuhatus filosoofia ajalukku

**Faculty/Department:** Department of Philosophy (FLFI01)

**National credits:** 2 CP

**ECTS:** 3

**Duration in semesters:** 1

**Course assessment:** exam

**Course type:** Regular course

**Languages of teaching:** Estonian

**Work volumes and formats**
- Lectures: 4
- Practice learning: 0
- Seminars: 26
- Colloquia: 0
- Individual hours: 0
- E-learning: 0
- Practical training: 0
- Independent work: 50

**Lecturers:** Andrus Tool (responsible), Toomas Lott

**Objective in English:** The general objective of the course is to give an overview of the history of European philosophy. The formation and changing of the main philosophical streams, central questions, concepts and arguments is considered in connection with the changing of the historical-cultural contexts of philosophizing.

**Learning outcome in English:** On successful completion of the course the student is familiar with the problems and solutions, main concepts and ways of arguing in the philosophical doctrines considered and is able to relate these to their historical-cultural contexts.
Brief description in English: The course comprises the following topics: the birth of philosophy in Ancient Greece, the Eleatic School, Ancient Atomists, philosophical problems discussed by Ancient Sophists, the significance of Socrates for the history of Ancient Greek philosophy, Plato’s doctrine of being, Plato’s doctrine of knowledge and thinking, Plato’s doctrine of the soul and virtues, Plato’s political teaching, Hellenistic philosophy: the Stoics, Epicureans, Skeptics, the change of the position of philosophy in the intellectual world of the Christian Late Antiquity. R. Descartes and the foundations of modern philosophy, D. Hume’s empiricist scepticism, K. R. Popper’s critical rationalism.

FLFI.01.054 The Sources and Formation of Metaphysics from Ancient Greece to Early Modern Period (2 CP)
Title in Estonian: Metafüüsika allikad ja kujunemine Vana-Kreekast uusajani
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 2 practice learning: 0 seminars: 20 colloquia: 4 individual hours: 0 e-learning: 0 practical training: 0 independent work: 54
Lecturers: Andrus Tool
Objective in English: The general objective of the course is to deepen the students’ knowledge of the formation of the Occidental metaphysical tradition. The course focuses on those representatives of the tradition who were not studied in the prerequisite course. Central to the course is the study of texts of the philosophers themselves. Thus one goal of the course is to cultivate in students primary skills of textual analysis.
Learning outcome in English: On successful completion of the course the student is familiar with the problems and solutions, main concepts and ways of arguing in the philosophical doctrines considered and is able to relate these to their historical-cultural context and earlier philosophical tradition. In addition, the student is able to analyze philosophical texts from Ancient and Early Modern times and to reconstruct the ways of arguing of their authors.
Brief description in English: The course comprises the following topics:
1. Aristotle’s doctrine of logos apophantikos and his first philosophy;
2. Aristotle's physics and theology;
3. Aristotle’s doctrine of the soul and scientific knowledge;
4. Aristotle’s practical philosophy;
5. Plotin’s philosophy;
6. Augustine’s intellectual evolution;
7. Augustine’s ontology and concept of time;
8. Augustine’s epistemology;
9. Augustine’s ethics and his doctrine of society and history;
10. the heritage of Boethius;
11. the intellectual situation of the 11th century;
12. the intellectual situation of the 13th century;
13. J. Locke’s epistemology;
14. G. Berkeley’s empiricist metaphysics;
15. B. Spinoza’s philosophy;
16. G. W. Leibniz’s philosophy.
FLFI.02.003 Basics of Ethics (2 CP)
Title in Estonian: Eetika alused
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 20 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 60
Lecturers: Margit Sutrop (responsible), Valdar Parve
Objective in English: 1) To give an overview of the main problems and concepts of ethics,
2) to develop skills of argumentation and debate,
3) to shape the ethical outlook of students.
Learning outcome in English: On successful completion of the course the student:
1) Understands the meanings of the most relevant terms in ethics and is able to use them.
2) Has overview of the main theories of ethics, is able to characterize them, knows their
strengths and weaknesses and differentiates their forms.
Brief description in English: The course introduces students to the main problems and terms
in ethics. Ethics and morality. Descriptive vs evaluative judgments. The origin of moral
norms. Are values subjective or objective? Are moral standards universal or relative to
culture? Responsibility. Moral motivation. Self-interest. The course also gives a brief
overview of the main theories of ethics: ethics of virtue, utilitarianism, kantianism,
contractualism.

FLFI.02.028 Seminar in Ethics (2 CP)
Title in Estonian: Eetika seminar
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 24 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturer: Tiiu Hallap
Objective in English: The general objectives of the course are:
1) to familiarize philosophy students with some classical and contemporary texts in ethics 2)
to show the importance of philosophical topics in literature 3) to develop skills of analysis and
argumentation
Learning outcome in English: On successful completion of the course the student:
1) is familiar with some classical ethical texts from ancient, modern and 20th century
philosophy;
2) has a first idea of the topics and approaches of contemporary analytical ethics;
3) is familiar with the treatment of ethical topics in some important works of literature;
4) is able to read original articles on ethical topics (in English) and discuss them; is capable of relating these topics to the major theoretical lines in ethics;
5) is able to discuss significant issues in metaethics, normative ethics and practical ethics.

Brief description in English: The course is an introduction to selected topics in metaethics, normative ethics and practical ethics.

**FLFI.01.018 Introduction to Philosophical Literature (2 CP)**

Title in Estonian: Sissejuhatus filosoofialiteratuuri
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3

**Duration in semesters:** 1
**Course assessment:** exam
**Course type:** Regular course
**Languages of teaching:** Estonian
**Work volumes and formats:** lectures: 24, practice learning: 0, seminars: 0, colloquia: 0, individual hours: 0, e-learning: 0, practical training: 0, independent work: 56

**Lecturers:** Ülo Matjus

Objective in English: Main goal is to achieve the orientation in the most extensive field of the philosophic reflection. It is an introduction into philosophy. *Modus operandi* is mainly historiographic-bibliographic, which means the stress on the historic aspect in the general treatment of the philosophic literature. In principle it is the indispensable preparation for seminar reports, master’s and doctor’s thesis dissertations. Goal is to encourage students to specify and explicit their individual philosophic concern. It is a propedeutic preparation for this philosophic discipline, it’s base or specific components, or some philosophic problems. It is also the initial introduction to the philosophic works, and “recognition” of the philosophic paradigm which does not necessitate the original intreference of the student.

Learning outcome in English:
Class gives knowledge about: 1) general and philosophic bibliography, 2) general and philosophic reference literature, 3) philosophic literature translated or written in Estonian, and the Estonian history of philosophy; also the ability to use ( and find, depict, cite, or refer) the philosophic literature.

Brief description in English: Content of the course is the introduction and 3 topics which cover 1) general and philosophic bibliography, 2) general and philosophic reference literature, 3) Estonian philosophic literature and the philosophic literature translated into Estonian, and the Estonian history of philosophy.

**FLFI.04.013 Introduction to Epistemology (2 CP)**

Title in Estonian: Sissejuhatus epistemoloogiasse
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3

**Duration in semesters:** 1
**Course assessment:** exam
**Course type:** Regular course
**Languages of teaching:** Estonian
**Work volumes and formats:** lectures: 20, practice learning: 0, seminars: 4, colloquia: 0, individual hours: 0, e-learning: 0, practical training: 0, independent work: 56
Lecturers: Bruno Mölder
Objective in English: Epistemology that deals mainly with the problems of knowledge, perception and justification is one of the central fields of the theoretical philosophy. This course approaches epistemology from the analytic perspective.
The objectives are:
1. to introduce the basic concepts, theories and arguments in epistemology.
2. to prepare students for advanced courses in epistemology.
Learning outcome in English:
Having passed this course, students:
1. know the basic concepts and theories of epistemology;
2. are able to explain them in detail;
3. can discuss epistemological issues.
Brief description in English: An analytic introduction to contemporary epistemology with excursions to the epistemological problems throughout the history of philosophy. The course introduces the main topics in epistemology: the concepts and accounts of knowledge and justification, accounts of perception, scepticism, memory and a priori knowledge.

FLFI.03.036 Introduction to Philosophy of Language (2 CP)
Title in Estonian: Sissejuhatus keelefilosoofiasse
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 26 practice learning: 0 seminars: 4 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturers: Jaan Kangilaski
Objective in English: Philosophy of Language is one of the systematic core areas of theoretical philosophy. Central to it are theories of meaning (of linguistic items) and reference. This course introduces the main contemporary theories and basic concepts of the discipline in the analytic tradition.
Learning outcome in English: The students should acquire a solid overview of the main topics, central concepts, and central theories of contemporary philosophy of language.
The latter include:
* Description Theory of Reference (Frege, Russell, Searle, etc.)
* "New Theory of Reference" (Kripke, Putnam, etc.)
* Two-Dimensional Analyses of Reference (Stalnaker, Chalmers, etc.)
* Proposition Theory of Meaning
* Use Theory of Meaning
* Psychological Theories of Meaning
* Verificationism
* Truth Condition Theories
* Tarski’s Compositional Semantics for Formal Languages
* Possible World Semantics
* Pragmatics and Speech Act Theory
Students shall acquire the competence to apply central concepts and standard analyses in standard cases; understand the relative weaknesses and strengths of competing approaches, as well as the central test cases for semantic theories.

Brief description in English: Introduction to contemporary theories of reference and meaning, the basic concepts of formal semantics, and its central problems. The course also covers influential historical positions: Frege, Russell, Wittgenstein, Carnap, Quine, Davidson, Grice, Austin, Kripke, Kaplan, and Stalnaker.

MTAT.05.018 Logic I (2 CP)
Title in Estonian: Loogika I
Faculty/Department: Chair of Theoretical Computer Science (MTAT05)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 32 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 48
Lecturer Tõnu Tamme
Objective in English: Mastering the terminology and techniques of logical argumentation.
Learning outcome in English: The student: knows the basic notions of logic; can distinguish true conclusions from false conclusions; can formalize the sentences of ordinary language.
Brief description in English: Inferences in propositional and predicate calculus.

FLFI.04.024 Logic I (2 CP)
Title in Estonian: Loogika I
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 30 practice learning: 30 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 20
Lecturers: Daniel Cohnitz
Objective in English: Logic I introduces the systems of propositional logic and first order predicate logic and their respective model theoretic semantics and deductive systems. It is explained how logic is used to reconstruct and analyse arguments and the semantics of natural language.
Learning outcome in English: The students should acquire a solid understanding of the main notions of formal syntax and semantics. They should acquire the ability to translate natural language sentences into first-order predicate logic, and reconstruct arguments and test their validity. Students should also acquire to carry out proofs in the object language (FOL).
Brief description in English: Logic I introduces modern philosophical logic and its use in the analysis of arguments and natural language semantics.
FLFI.01.020 German Classical Philosophy (2 CP)
Title in Estonian: Klassikaline saks filosoofia
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats: lectures: 2 practice learning: 0 seminars: 28 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturers: Andrus Tool (responsible), Eduard Parhomenko
Objective in English: The general objective of the course is to deepen the students’ knowledge of the history of philosophy by making acquaintance with a remarkable part of its history, i.e. the doctrines of representatives of the classical German philosophy. The course stresses on the theoretical philosophy of Immanuel Kant, which is treated on the basis of "Prolegomena to any Future Metaphysics". Thus one goal of the course is to cultivate in students extended skills of textual analysis focusing on extensive and integral texts from philosophy in order to prepare them for the Specialisation seminar.
Learning outcome in English: On successful completion of the course the student has understanding of the basic questions (Fragestellung's) formulated in scope of the treated doctrines as well as the ways of posing the questions and finding solutions, knows the basic concepts and the ways of argumentation and is capable of relating these to present cultural-historical context and earlier philosophical tradition. Student has acquired ability of analysing philosophical texts by Immanuel Kant and reconstructing basic questions of these and ways of finding their appropriate solutions.
Brief description in English:
The course comprises the following topics:
1. Scope of problematic in Immanuel Kant's critical and transcendental philosophy;
2. I. Kant on the conditions of possibility of pure mathematics;
3. I. Kant on the conditions of possibility of pure science of nature;
4. I. Kant as the critic of traditional metaphysics: psychological ideas;
5. I. Kant as the critic of traditional metaphysics: cosmological ideas;
6. I. Kant as the critic of traditional metaphysics: theological idea;
7. I. Kant on the conditions of possibility of metaphysics as a science;
8. I. Kant's practical philosophy I: philosophy of morals;
9. I. Kant's practical philosophy II: philosophy of right and philosophy of history;
10. Kant's "Critique of Judgement";
11. Formation of German idealism and Johann Gottlieb Fichte's early philosophy;
12. Friedrich Wilhelm Joseph Schelling's early philosophy;
13. Georg Wilhelm Friedrich Hegel's speculative system;
14. G. W. F. Hegel's philosophy of spirit;
15. Arthur Schopenhauer's metaphysics of will.

FLFI.01.021 Philosophy of the 2nd Half of the 19th Century and of the 20th Century (2 CP)
Title in Estonian: 19. sajandi teise poole ja 20. sajandi filosoofia
Faculty/Department: Department of Philosophy (FLFI01)
Objective in English: The general objective of the course is to give students a deeper knowledge in the history of philosophy by analyzing a selection of philosophical doctrines from the second half of the 19th and 20th Centuries. The emphasis is on the interpretation of the original texts themselves thereby developing the skills of analyzing philosophical texts.

Learning outcome in English: The learning outcome of the subject is that the student who has successfully completed the course will have acquired the knowledge in central problems and their solutions as well as fundamental concepts and ways of arguing of the selected doctrines. The student will also be able to relate them to the historico-cultural context of the present era and the philosophical tradition preceding the doctrines. The student will be capable of analyzing philosophical texts from the second part of the 19th and from the 20th Centuries and reconstructing their problems and the ways of reaching their solutions.

Brief description in English:
Subject includes the following topics:
1. The shift in the conception of science and the 19th Century German philosophy,
2. German historicism,
3. Friedrich Nietzsche’s doctrine of european nihilism,
4. The neokantianism of Wilhelm Windelband,
5. The historicist life-philosophy of Wilhelm Dilthey,
6. Hermenutical philosophy of Hans-Georg Gadamer,
7. Charles Sanders Pierce,
8. The radical empiricism of William James,
9. Logical positivism and Rudolf Carnap,
10. Richard Rorty’s neopragmatism,
11. Jürgen Habermas’ theory of rationality.

FLFI.02.008 Introduction to Social-Political Philosophy (4 CP)
Title in Estonian: Sissejuhatus sotsiaal- ja politiilisse filosoofiasse
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 24 practice learning: 0 seminars: 16 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 120
Lecturers: Paul McLaughlin (responsible), Marek Volt

Objective in English:
1. To give an overview of the central concepts and problems of social and political philosophy.
2. To provide the student with the analytic and argumentative skills required for more advanced work in social and political philosophy.
Learning outcome in English: Sound knowledge of the various domains and central problems of social and political philosophy, and the ability to apply it in the analysis of contemporary social issues and policies.
Brief description in English: 1. What is political philosophy?
2. With what are political philosophers concerned?
3. Is there a right to rule? Problem of Political Power
4. Is there a duty to obey? Problem of Political Obligation
5. Who should rule? Problem of (Democratic) Rule
6. What are the limits of social control? Problem of Individual Liberty
7. How should goods be distributed? Problem of Distributive Justice
8. Is society prior to the individual? Problem of Individualism
9. Are gender roles socially constructed? Problem of Gender
10. Can society become better over time? Problem of Progress
11. Do we live in a new world? Problem of Globalization
12. What are the threats to our 'new world'? Problem of Terrorism

FLFI.03.007 Philosophy and Methodology of Science (2 CP)
Title in Estonian: Teadusfilosoofia ja -metodoloogia
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 14 practice learning: 0 seminars: 14 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 52
Lecturers: Endla Lõhkivi
Objective in English: The aim is to introduce the main concepts and arguments of philosophy and methodology of science and provide some analysis of those, as well as development of the students' analysis and argumentation skills.
Learning outcome in English: A student who has successfully passed the course:
1) knows the main problems of philosophy and methodology of science;
2) knows the most significant theoretical accounts, arguments and views in philosophy and methodology of science;
3) knows and is able to apply central concepts of philosophy and methodology of science;
4) is able to analyse cases from her/his own specialty in terms of philosophy of science;
5) is able to provide critical analysis of arguments in philosophy and methodology of science;
6) is able to express one’s knowledge correctly in writing and oral presentations.
Brief description in English: The course addresses the following topics from the philosophy of science perspective:
the concept of science, various ways of defining science, science and pseudo-science, philosophy and science, most significant philosophical theories of science (inductivism, falsificationism, activity-based accounts, structure-based accounts), comparison between natural, humanitarian and social sciences; methodological topics like what is a concept, fact,
model, hypothesis, law, theory, explanation, observation, experiment, objectivity; the concepts of truth, objectivism, knowledge and values; science in society.

FLFI.03.009 Introduction to Analytical Metaphysics and the Philosophy of Mind (2 CP)
Title in Estonian: Sissejuhatus analüütilisse metafüüsikasse ja vaimufilosofiasse
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 10 practice learning: 0 seminars: 18 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 52
Lecturer: Tiiu Hallap
Objective in English: The main general objective is to familiarize students with two important branches of the present-day Anglo-American (analytical) philosophical tradition. The course will give an introductory overview of the concepts, topics and arguments in analytical metaphysics and philosophy of mind.
Learning outcome in English:
Upon successful completion of the course the student should:
1) have a first general idea of some concepts, topics and methodological approaches in analytical metaphysics;
2) have acquired familiarity with the most important concepts in philosophy of mind;
3) have acquired familiarity with the main metaphysical positions in philosophy of mind;
4) be able to read, understand and discuss original work in metaphysics and philosophy of mind.
Brief description in English: The nature of metaphysics. Substance, object, state, event and other categories.
Main concepts in philosophy of mind: mind, reason, consciousness, intentionality a.o.
Behaviorism.
Physicalism.
Eliminativism.
Functionalism.
Consciousness and qualia.
Mental content.

FLFI.00.022 Specialisation Seminar (4 CP)
Title in Estonian: Eriseminar
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 20 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 140
Lecturers: Rotationally any member of the department’s teaching staff (shown in Italic in
Appendix 16), 4 seminar groups running in parallel.
Objective in English: The aim of the course is to develop independent research skills. The
course consists in finding a research topic and relevant literature, analysis of the literature,
design of a brief research plan, presentation of the plan in the seminar and finally writing a
research paper which shall be presented in the seminar.
Learning outcome in English: On successful completion of the course, the student has some
skills necessary in philosophical research. S/he is able to select relevant literature, design a
work plan, design an argument, present one’s plan and results in the seminar and complete a
written research paper.
Brief description in English: Seminars occur on the specialisation basis. Either a common
topic for the group will be chosen or every student chooses one’s own topic or work which
will be analysed in detail in the seminars. As result of the research, a research paper will be
written and discussed in the seminar.

FLFI.01.011 Aesthetics (2 CP)
Title in Estonian: Esteetika
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 24 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturer: Ülo Matjus
Objective in English: Main goal is to expand the comprehension of the range and peculiarity
of philosophy in comparison to special disciplines through aesthetics and being-historical
art-conception.
Learning outcome in English: Goals of the course:
1. achieve a comprehensive grasp about traditional philosophic (metaphysical) aesthetics as
naïve-realistic value-estimating experience-aesthetic conception of art and beauty;
2. attain grasp about non-aesthetic (being-historical) art-conception which results from the
approach to truth as aletheia, to distinguish it from the aesthetic conception.
Brief description in English: After the explication of the historic disposition of the aesthetic
and non-aesthetic art-conception the detailed naïve-realistic value-estimating experience-
aesthetic conception of art will be presented. The presentation is about the extreme
synthesizing reconstruction of the dominant historic art-conception today which is explicitly
not found with contemporary philosophers. Then a compendious presentation about
phenomenological being-historical conception of the art (work of art) will follow on Martin
Heidegger, Ursprung des Kunstwerkes (1935-6), which differentiates clearly from the
aesthetic approach.

FLFI.02.065 Aesthetics (2 CP)
Title in Estonian: Esteetika

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Objective in English: General objective of the subject is to provide a systematic introduction to the central concepts (beauty, aesthetic experience), problems (the paradox of taste), and theories of philosophical aesthetics (aesthetic theory of art).
Learning outcome in English: Students will acquire general knowledge of basic concepts and problems of aesthetics, and conceptual skills required for analyzing aesthetic issues of contemporary society.
Brief description in English: 1. What is aesthetics?
2. What is beauty?
3. What are aesthetic properties?
4. What is the aesthetic attitude?
5. What is the aesthetic experience?
6. What is aesthetic object?
7. What is the paradox of taste?
8. What is aesthetic value?
9. What is aesthetic evaluation?
10. Can art be defined aesthetically?

FLFI.01.057 Selected Topics from Phenomenology and Hermeneutics (2 CP)
Title in Estonian: Valitud peatükke fenomenoloogiast ja hermeneutikast
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 2 practice learning: 0 seminars: colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturer: Eduard Parhomenko
Objective in English: The general objectives of the course are to give insight into the phenomenology and hermeneutics as a modern way of philosophical reasoning and to develop skills of phenomenological analysis and hermeneutical argumentation.
Learning outcome in English: On successful completion of the course the student is familiar with principal ideas and approaches of phenomenology and hermeneutics; is able to discuss significant issues in phenomenology and hermeneutics.
Brief description in English: The course will focus on selected issues, texts or authors from phenomenological (F. Brentano, E. Husserl, M. Heidegger, H. Arendt, J.-P. Sartre, M. Merleau-Ponty, E. Levinas, J. Derrida etc.) or hermeneutical philosophy (W. Dilthey, H.-G. Gadamer, P. Ricoeur etc).
FLFI.03.023 Selected Topics in Philosophy of Science (2 CP)
Title in Estonian: Valitud peatükke teadusfilosoofiast
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 4 practice learning: 0 seminars: 24 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 52
Lecturers: Endla Lõhkivi (responsible), Rein Vihalemm, Daniel Cohnitz, Piret Kuusk, Veiko Palge, Jean-Louis Hudry
Objective in English: The aim is to focus and give a detailed account of some specific and
significant problem area in philosophy of science and to develop the students’ analysis and
argumentation skills.
Learning outcome in English: On successful completion of the course the student:
1) knows the problems of the area in philosophy of science;
2) is able to discuss the problems and apply respective concepts;
3) is able to analyse particular cases;
4) is able to express oneself in writing and orally.
Brief description in English: The course addresses either specific philosophical problems in
particular sciences, or general problems of the social, cultural and historical dimension of the
sciences, or methodological problems of history of science, or epistemology and metaphysics
of science. The topic in particular term will be announced at the end of the term before the
course would be taught.

FLFI.00.024, FLFI.00.025, FLFI.00.026 Seminar on Selected Topics/Authors I-III (2
CP)
Title in Estonian: Autori- või probleemseminar I-III
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 2 practice learning: 0 seminars: 26 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 52
Lecturers: Rotationally any member of the department’s teaching staff in respective chair
(shown in Italic in Appendix 16).
Objective in English: The aim is to support the student’s specialisation in a particular field of
philosophy: either in history of philosophy, practical philosophy, philosophy of science or
theoretical philosophy, and to enable them to obtain advanced level knowledge in the chosen
field via the analysis of particular authors’ works or particular problem areas.
Learning outcome in English: On successful completion of the course the student:
- has advanced-level knowledge of the chosen area of philosophy;
- developed skills of analysis of the philosophical texts;
- developed skills of writing and oral expression.

Brief description in English: Characteristic to particular area of philosophy, the courses on specific topics or works are announced every term, particular content being different from term to term. Teaching occurs in the form of seminars.

**FLFI.00.032 Graduation Seminar (4 CP)**
Title in Estonian: Bakalaureuseseminar
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 4 CP
**ECTS: 6**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 20 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 140
Lecturers: Rotationally any member of the department’s teaching staff (shown in Italic in Appendix 16), 4 seminar groups in parallel.
Objective in English: The aim is to develop the independent research skills necessary for writing a BA thesis. The course consists in defining the research topic, selection and analysis of relevant literature, design of a research plan, presentation of the plan in the seminar and presentation of a thesis draft or a part of it.
Learning outcome in English: On the completion of the course the student is prepared for independent research assumed for writing a BA thesis. S/he can select literature, design a work plan, design the argument, present one’s work in the seminar and in writing.
Brief description in English: Seminars occur in the groups based on the specialisation. A student chooses a research topic, participates in the seminar, presents one’s preliminary results and plan of the argument.

**FLFI.02.112 Radical Political Philosophy (4 CP)**
Title in Estonian: Radikaalne poliitiline filosoofia
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 4 CP
**ECTS: 6**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 0 practice learning: 0 seminars: 30 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 130
Lecturers: Paul McLaughlin
Objective in English: The course will trace the rise of radical political thought from Rousseau’s Second Discourse through utopian socialism and classical Marxist and anarchist theory up to the New Left and contemporary feminism and ecologism. Various critiques of modern exploitation, domination, and alienation will be explored, as will radical visions of
alternative societies. Major theorists to be read and discussed include Godwin, Fourier, Marx, Bakunin, Luxemburg, Gramsci, and Marcuse.

Learning outcome in English: The student will become familiar with key aspects of the political theories of socialism, anarchism, feminism, and ecologism. Most importantly, the student will come to recognise the theoretical and historical relationships between these theories as well as their relevance today.

Brief description in English: Lecture Topics:
1: The origins of modern radicalism
2: The French Revolution and radicalism
3: Utopian socialism
4: Early anarchism
5: Marxism
6: Anarchism and Marxism
7: Radical Marxism
8: Western Marxism
9: Critical theory
10: The New Left
11: Non-Western radicalism
12: Radical ecology
13: Radical feminism
14: Postmodernity and radicalism
15: Radicalism and the future

FLFI.02.113 The Philosophy of the Young Marx (4 CP)
Title in Estonian: Noore Marxi filosoofia
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 30 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 130
Lecturers: Paul McLaughlin

Objective in English: The course will focus on the reading and critical analysis of the early philosophical writings of Karl Marx, roughly from the period 1842-1846. We will examine (1) Marx’s philosophical background in German Idealism and Young Hegelianism, before paying particular attention to (2) the humanistic critique of ‘alienated labour’ in the Paris Manuscripts and (3) the development of the ‘materialist conception of history’ in the German Ideology. Finally, we will question (4) the influence of Marx’s early philosophical thought on his later social theory, as well as (5) the philosophical legacy of the young Marx.

Learning outcome in English: The student will gain a thorough knowledge of the major philosophical writings of Karl Marx, as well as an appreciation of Marx’s place in the history of nineteenth-century philosophy. It is also hoped that the student will come to recognise the enduring significance of Marx as a social critic and theorist.

Brief description in English: The course will examine: (a) the philosophical context in which Marx worked; (b) the major writings of the young Marx; and (c) the influence of the young Marx on later socialist theory.
Context
1. Why study the young Marx in Estonia today?
2. The philosophical background: Hegel and Young Hegelianism
3. Marx’s relationship to Young Hegelianism

Major Writings
4. On the Jewish Question (1843)
5. Toward the Critique of Hegel’s Philosophy of Law: Introduction (1843)
6-8. Economic & Philosophic Manuscripts (1844)
9. The Holy Family (1844)
10. Theses on Feuerbach (1845)
11-13. The German Ideology (1845-46)

Significance
14. The relationship between the young Marx and the later Marx
15. The relationship between the young Marx and Marxism

SORG.00.073 20th Century Political Philosophy (4 CP)
Title in Estonian: XX sajandi poliitiline filosoofia
Faculty/Department: Department of Constitutional Science (SORG)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 32 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 128
Lecturers: Jüri Lipping

Objective in English: 1) To give an overview of the main representatives of the 20th century political philosophy.
2) To emphasise the thematic variety of political thinking, as well as plurality of the ways to confront various topics, questions, problems, etc.
3) To teach students to analyse philosophical texts, to articulate its main problems and to follow its argumentative structure, and to discuss the solutions offered by the author.
4) To develop in students the ability of abstract and conceptual thinking, and to urge them to deliberate political questions in an unprejudiced and open manner.

Learning outcome in English: The student who has successfully passed the course
1) has an overview of the 20th century main political thinkers and their works.
2) is able to see and formulate political problems from various different perspectives.
3) is able to read and to analyse complicated philosophical texts, to articulate the main questions, aims and solutions of the author.
4) is able to give a justification to her own general normative views on politics.

Brief description in English: The course gives an overview of the main political thinkers of the twentieth century: Max Weber, Carl Schmitt, Leo Strauss, J. A. Schumpeter, Hannah Arendt, Jean-Paul Sartre, Albert Camus, John Rawls, Isaiah Berlin, Judith Shklar, Michel Foucault, Charles Taylor, et al. The majority of meetings will take the form of a seminar, where we read and discuss one specific text by some author. During the seminar, we will consider the specific meaning and the problematic of the given text, but we will also attempt to situate it within the wider context (and into the dialogue with the other authors and/or paradigms of political thinking).
SORG.00.076 Political Liberty (4 CP)
Title in Estonian: Poliitiline vabadus
Faculty/Department: Department of Constitutional Science (SORG)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 2 practice learning: 2 seminars: 24 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 132
Lecturer: Eva Piirimäe
Objective in English: 1) Provide basic knowledge of a key concept (political liberty) in political philosophy, focusing on its different meanings, uses, and interpretations as well as on its relationships to other key concepts (equality, justice, power, authority) in political theory
2) Introduce students to the problems related to key concepts as well as to the most important debates revolving around the particular chosen key concept (political liberty)
3) Teach students to analyse the usage and interpretations of a key concept in texts of political philosophy
4) Teach students to discuss, and argue about, political problems in a reasoned way
Learning outcome in English: The student who has fulfilled the course successfully:
1) has deeper knowledge of at least one key-concept in political philosophy, being able to specify its different meanings and interpretations as well as relations to other key-concepts in political philosophy
2) has an overview of the most important problems related to a key-concept, as well as of the most important philosophical debates which have focused on this key-concept
3) is able to analyse the usage and interpretations of the key-concepts in texts of political philosophy
4) is able to give a justification to her own general normative views on politics
Brief description in English: The course is centered around Isaiah Berlin’s famous distinction between negative and positive liberty. Berlin argued that negative and positive liberty are not merely two distinct kinds of liberty; they can be seen as rival, incompatible interpretations of a single political ideal. The course will study different historical and contemporary theories of liberty, discussing the applicability of Isaiah Berlin’s negative or positive liberty to them. We shall focus on Thomas Hobbes’s, John Locke’s, Immanuel Kant’s, Benjamin Constant’s, John Stuart Mill’s, Thomas Hill Green’s, Bernard Bosanquet’s, Hannah Arendt’s, Friedrich von Hayek’s, Richard Norman’s, John Rawls’s and Philip Pettit’s theories of liberty. We shall also discuss selected metatheories on the theories of liberty (next to Berlin’s, we shall also look at Gerald MacCallum’s, Charles Taylor’s and Quentin Skinner’s metatheories). The texts of the aforementioned authors will be discussed in weekly seminars.

FLFI.03.002 Analytical Metaphysics (2 CP)
Title in Estonian: Analüütiline metafüüsika
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 26 practice learning: 0 seminars: 4 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturer: Jaan Kangilaski
Objective in English: To give an introductory overview of the central topics, problems and
arguments in analytic metaphysics.
Learning outcome in English: On successful completion of the course, the student knows the
main topics, problems and arguments in analytic metaphysics.
Brief description in English: The course is a sequel to the course "Philosophy and
methodology of science". Some problems or problem areas related to the natural sciences are
dealt with in greater details. The course is for all the people who are interested and have
taken the prerequisite courses.

FLFI.02.081 Business Ethics (2 CP)
Title in Estonian: Ärieetika
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 6 practice learning: 0 seminars: 10 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 64
Lecturer: Margit Sutrop
Objective in English: The purpose of the course is to introduce students to the contemporary
business ethics as one of the applied philosophy areas.
Brief description in English: The course is designed to acquaint the participants with main
ethical concepts and arguments as well as with main ethical issues in business ethics. The
lectures deal with several theoretical questions (Why is trust important in business?; Why
businessmen should be honest?) as well as with ethical issues in accounting, marketing,
advertising, information technology, biotechnology industry etc. In seminars the concrete
case studies will be discussed and analysed.

FLFI.02.118 Health and Society (2 CP)
Title in Estonian: Tervis ja ühiskond
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 6 practice learning: 0 seminars: 0 colloquia: 12
individual hours: 0 e-learning: 0 practical training: 0 independent work: 62
Lecturer: Valdar Parve  
Objective in English: The aim is to support the student’s specialisation in a particular field practical philosophy, and to enable them to obtain advanced level knowledge in the chosen field via the analysis of particular authors’ works in a particular problem area.  
Learning outcome in English: On successful completion of the course the student:
- has advanced-level knowledge of the chosen area of philosophy;
- developed skills of analysis of the philosophical texts;
- developed skills of writing and oral expression.
Brief description in English: Contemporary Scandinavian Philosophy of Health. Currently the dominant approach to discussing and analysing the concept of health is one with an action-theoretic foundation. Health is characterized as a person’s ability to achieve vital goals and function in his social setting. In the Scandinavian school of health philosophy this holistic approach is associated and equaled with the theory of a number of action-theorists. A necessary part of study is writing three essays on works of following Scandinavian authors: Pörn, Nordenfelt, Liss, Perselli, Hofmann, Tengland.

FLFI.04.015 Logic II (Metalogic / Non-Classical Logic / Modal Logic) (2 CP)  
Title in Estonian: Loogika II  
Faculty/Department: Department of Philosophy (FLFI01)  
National credits: 2 CP  
ECTS: 3  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: English  
Work volumes and formats lectures: 20 practice learning: 0 seminars: 10 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50  
Lecturer: Daniel Cohnitz  
Objective in English: Formal Logic is the central methodological tool of modern philosophy, which is why it important to understand the scope and the limitations of this tool. While Logic I introduces the systems of propositional logic and first order predicate logic and their respective model theoretic semantics and deductive systems, Logic II introduces primarily metalogical notions and results about model theoretic semantics and deductive systems. These are either introduced with the example of classical logic, or else with the example of non-classical or modal logics.  
Learning outcome in English: The students should acquire a solid overview of the main results and notions of metalogic, like soundness, completeness, incompleteness, decidability, computability, Löwenheim-Skolem, etc.  
Students should acquire the skill to carry out and understand metalogical proofs, either concerning classical object logics, or else non-classical object logics.  
Brief description in English: Logic II introduces primarily metalogical notions and results about model theoretic semantics and deductive systems.

FLFI.01.062 Philosophical-Historical Introduction to Philosophy (2 CP)  
Title in Estonian: Filosoofia-ajalooline sissejuhatus filosoofiasse  
Faculty/Department: Department of Philosophy (FLFI01)  
National credits: 2 CP  
ECTS: 3
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  

Work volumes and formats lectures: 30 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50  
Lecturer: Toomas Lott  

Objective in English: The general objective of the course is to give an introduction to the concept of “historicity” and related notions (such as “time”, “history”, “truth” etc) and also present an interpretation of the fundamental concepts of classical Greek Philosophy based on the concept of “historicity”.  
Learning outcome in English: On successful completion of the course the student will be familiar with the main doctrines of modern historical thought (M. Heidegger, G.W. Hegel, F. Nietzsche) and will also have a knowledge in the different possible historical readings of Greek Philosophy.  
Brief description in English:  
The course comprises the following topics:  
1. The conception of history in Hegel and Nietzsche.  
2. The conception of “time” in early Heidegger.  
3. The conception of “historicity” in later Heidegger.  
4. The concept of “time” in Plato and Aristotle.  
5. The conceptions of ”truth” and ”being” in the ontology of Plato and Aristotle.  
6. The conception of ”truth” in the and theory of language in Gorgias, Plato and Aristotle.  
7. The conceptions of ”soul” and ”thinking” in Plato and Aristotle.

FLFI.02.027 Philosophy of History (4 CP)  
Title in Estonian: Ajaloofilosoofia  
Faculty/Department: Department of Philosophy (FLFI01)  
National credits: 4 CP  
ECTS: 6  

Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  

Work volumes and formats lectures: 8 practice learning: 0 seminars: 12 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 140  
Lecturer: Eva Piirimäe  

Objective in English: The general aim of the course is to introduce students to selected problems of philosophy of history.  
Learning outcome in English: The course aims to teach students to reflect critically on the characteristic features and epistemic objectives of the discipline of history.  
Brief description in English: The first part of the course discusses selected examples of speculative philosophy of history and their critique in the twentieth century. The second part of the course focuses on different aspects of history as an academic discipline. It discusses history as (1) a ‘moral science' (Geisteswissenschaft) and form of knowledge; (2) history as a story (narrative), (3) history as a social science and (4) the relationship of history and historical memory.
FLFI.02.107 Environmental Philosophy (2 CP)
Title in Estonian: Keskkonnafilosoofia
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 30 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturer: Paul McLaughlin
Objective in English: This course will provide an introduction to ‘green philosophy’, one of
the major developments in contemporary philosophy. In it we will examine three aspects of
contemporary environmental thought – the metaphysical, the ethical, and the socio-political.
We will also introduce three environmental schools – environmentalism, deep ecology, and
social ecology, as represented by William Grey, Arne Naess, and Murray Bookchin
respectively.
Learning outcome in English: Students will gain the basic knowledge required for further
study in environmental philosophy, including but not limited to environmental ethics.
Brief description in English:
Class 1 What is environmental philosophy? How is it distinct from environmental ethics?
What is the environment?
Class 2 What inspired the development of environmental philosophy? What is the 'ecological
crisis’?
Class 3 What is ‘ecology’? What is the place of ecology in the history of ideas?
Class 4 What caused the ecological crisis? What do ‘anthropocentrism' and 'instrumentalism'
mean?
Class 5 What are the metaphysical implications of anthropocentrism? What are the ethical
implications of instrumentalism?
Class 6 Do ecologists support 'biocentrism'? Do ecologists believe in ‘intrinsicness’?
Class 7 How do ecologists regard Judeo-Christianity? How do they regard Greek
philosophy?
Class 8 How do ecologists regard modern science? Are they anti-Enlightenment?
Class 9 What is the relationship between ecology and the major modern ideologies? Is
ecology an ideology?
Class 10 What is 'deep ecology'? How is it represented in the 'Deep Ecology Platform’?
Class 11 What are the main deep ecological criticisms of 'shallow ecology'? How have
'shallow ecologists' responded to these criticisms?
Class 12 What are the main features of Arne Naess's ecosophy? Is 'Ecosophy T' coherent?
Class 13 What are the main social ecological criticisms of deep ecology? How have deep
ecologists responded to these criticisms?
Class 14 What are the historical and intellectual roots of the ecological crisis according to
Murray Bookchin?
Class 15 What solution does Bookchin propose for the ecological crisis? How does this
solution differ from that of shallow and deep ecologists?

FLFI.03.079 Seminar: Philosophy of Social Science (2 CP)
Title in Estonian: Sotsiaalteaduste filosoofia
Objective in English: There are two primary objectives in this course. The first is to expose students to some important issues in the philosophy of social science. The second, and more important, goal is to actually engage in philosophy. The challenging part of the course will be to do some philosophy by critically evaluating the issues we discuss. Note: this is not a course about ‘getting the right answers,’ but about exercising your philosophical skills in a particular area. This course will deepen your understanding of the social sciences and the kinds of issues that confront any serious practitioner of a social science.

Learning outcome in English: On successful completion of the course, the student is familiar with the specificity of the social sciences and is able to analyse the arguments for and against naturalism, instrumentalism and other central views in philosophy of social science, also she is able to analyse examples.

Brief description in English: In the so called natural sciences, there is considerable agreement about which questions have been satisfactorily answered, what the remaining important questions are, and how the scientific community ought to approach those problems. In the social (or ‘human’) sciences, however, this is not the case. There are persistent disputes even about whether any progress has been made at all. Why are the social sciences so (seemingly) different from the other sciences? Some say that the social sciences differ because they have not yet rigorously applied the methods and tenets of the natural sciences. Others hold that it is simply inappropriate to apply the model of the natural sciences to the social ones. These two answers correspond to an old division within the field between ‘naturalistic’ and ‘anti-naturalistic’ approaches. In this course, we will be studying this debate in its contemporary forms while trying to understand (1) what it is social scientists do when doing social science, (2) what is required to do it well, and (3) what it means to explain human behavior. We will also examine certain special topics in subfields (history, economics, etc.) to get a more in-depth understanding of specific areas in the field.

There are no prerequisites for the course, and students from outside the discipline of philosophy are especially welcome.

FLSE.00.058 Biosemiotics (2 CP)
Title in Estonian: Biosemiootika
Faculty/Department: Department of Semiotics (FLSE)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 32 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 48
Lecturer: Kalevi Kull
Objective in English: The general objective of the course is to provide an introduction to biosemiotics, together with an overview on the history of the subject, its main representatives, classical texts, basic principles of semiotic approach in biology, and a biosemiotic analysis of particular exemplary materials.
Learning outcome in English: The students will:
1) understand the main theses and models of biosemiotics;
2) know the historical development of biosemiotics;
3) interpret the typology of semiosis in living systems and the relationship between biosemiotics and semiotics of culture;
4) discuss and apply the contemporary knowledge, methods and research questions in biosemiotic studies.
Brief description in English: The purpose of the course is to describe and analyse the semiotic paradigm in the interpretation of biological systems, the history and main concepts of biosemiotics, the primary mechanisms that generate sign systems, the origins of semiosis and evolution of communicative processes. Several examples of biological sign systems will be studied in depth (organic codes, endosemiosis, categorization in different levels of organic systems, semiotic evolution). The course consists of lectures, the individual work with literature and seminars.

FLSE.00.140 History of Semiotics (4 CP)
Title in Estonian: Semiootika ajalugu
Faculty/Department: Department of Semiotics (FLSE)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 28 practice learning: 0 seminars: 26 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 106
Lecturer: Silvi Salupere
Objective in English: The course aims at providing an understanding of the nature of semiotics and his significance as a cultural force. Get an overview of formation of semiotics and its main problems and their historical development.
Learning outcome in English: The students will:
1. Understand the historical development of contemporary semiotics concepts.
2. Get acquainted with the main problems in history of semiotics.
3. Demonstrate awareness of different schools of semiotics.
4. Develop an understanding of basic concepts of semiotics.
5. Demonstrate creative thinking and concept development to correlate different conceptions and approaches in semiotics.
Brief description in English: An overview of the history of research of sign systems is provided. The development of such fundamental concepts as conception of sign, structure, binary oppositions and others in the antiquity and Middle Ages, the formation of semiotic ideas in the philosophy, psychology, linguistics and logic in the end of the 19th century and in the beginning of the 20th century. The different trends in contemporary semiotics and works of their most notable representatives are discussed more thoroughly.
FLEE.08.001 Introduction to General Linguistics (2 CP)
Title in Estonian: Sissejuhatus üldkeeleteadusesse
Faculty/Department: Department of General Linguistics (FLEE08)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 24 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturer: Renate Pajusalu
Brief description in English: The course gives an overview of main approaches, methods and
terms of general linguistics and connections with other disciplines.

MTAT.05.019 Logic II (4 CP)
Title in Estonian: Loogika II
Faculty/Department: Chair of Theoretical Computer Science (MTAT05)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 64 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 96
Lecturer: Tõnu Tamme
Objective in English: Introducing basic aspects of mathematical logic: proof theory, model
theory, extensions of classical logic, applications in analytic philosophy.
Learning outcome in English: The student
- knows basic proof methods
- can construct derivations
- knows some formal axiomatic theories
- knows the notion of a model.
Brief description in English: Derivations. First order theories and models. Binary relations.
Formal arithmetic. Modal logic.

FLFI.00.0781 Graduation Thesis in Philosophy (8 CP)
Title in Estonian: Bakalaureusetöö
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 8 CP
ECTS: 12
Duration in semesters: 1
Course assessment: exam
Course type: Course with defence at the end
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 20 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 300

Lecturers: Any member of the department’s teaching staff (shown in Italic in Appendix 16).

Objective in English: The aim is to give the students knowledge and skills necessary for
independent research at the BA-thesis level. The course consists of writing the BA thesis and
public defense of that.

Learning outcome in English: Objective is to prove that the student is able to complete a BA
thesis.

Brief description in English: Independent research and thesis writing under the supervision
of a supervisor. As result, a BA thesis will be completed and publicly defended.
Appendix 13. Annotations for the subjects in the curriculum of philosophy (MA studies 2559)

FLFI.00.033, FLFI.00.080 Central Issues in Philosophy I-II (2 CP)
Title in Estonian: Central Issues in Philosophy I-II
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 20 practice learning: 0 seminars: 10 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 30
Lecturers: Any member of department’s teaching staff (shown in Italic in Appendix 16).
Objective in English: The aim for those who have not studied philosophy before is to provide
them with necessary basic knowledge of the field via the possibility of attending some BA-
level courses.
The aim for those who have studied philosophy at the BA level, is to give advanced
knowledge of the area of specialisation.
Learning outcome in English: On successful completion of the course a student who has not
studied philosophy before:
- is familiar with the concepts, theories and argumentation characteristic to philosophy to the
extent the introductory courses enable to.
On successful completion of the course a student who has studied philosophy before:
- has deeper knowledge of the area of specialisation.
Brief description in English: On successful completion of the course a student who has not
studied philosophy before:
- is familiar with the concepts, theories and argumentation characteristic to philosophy to the
extent the introductory courses enable to.
On successful completion of the course a student who has studied philosophy before:
- has deeper knowledge of the area of specialisation.

FLFI.01.077 History of Philosophy I: From Ancient Greek Philosophy to Early Modern
Philosophy (2 CP)
Title in Estonian: Filosoofia ajalugu I: Vanakreeka filosoofiaast varauusaegseni
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 24 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturers: Andrus Tool (responsible), Roomet Jakapi
Objective in English: The general objectives of the course are:
by introducing students to some major texts in western metaphysical tradition
a) to develop their understanding of philosophical-historical method,
b) to deepen their knowledge of the history of European philosophy,
c) to develop their skills of textual analysis, argumentation and debate both in oral and
written discourse.
Learning outcome in English: The learning objectives of the course are the following. The students:
• should be able to analyze one major philosophical text; they should be familiar with its
reception (Wirkungsgeschichte); know how to reconstruct the formulations and solutions of
philosophical problems by the author, be acquainted with the main concepts and ways of
argumentation,
• should be capable of relating these texts to contemporary historical and cultural context and
to philosophical tradition in general,
• should be able to present, clarify and defend their knowledge in oral presentation and
discussion,
• should be able to adequately present their knowledge in writing.
Brief description in English: The course will deal with some central texts of Plato, Aristotle,
Augustine, Locke, Berkeley, Hume, Spinoza and Leibniz.

FLFI.01.076 History of Philosophy II: from I. Kant to Phenomenological Philosophy (2 CP)
Title in Estonian: Filosoofia ajalugu II: I. Kantist fenomenoloogilise filosoofiani
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 24 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturer: Ülo Matjus
Objective in English: The aim is to develop the students’ knowledge of history of philosophy
from Immanuel Kant to phenomenological philosophy, ability of historical study and critical
analysis of main periods and schools of thought, authors and concepts in history of
philosophy of the epoch.
Learning outcome in English: On successful completion of the course a student:
- is familiar with the main periods, schools of thought, authors and issues in history of
philosophy from Kant to phenomenological philosophy,
- is able to analyse the philosophical issues, concepts and authors in their philosophical-
historical development and context from Kant to phenomenological philosophy,
- is familiar with the debates and issues of the philosophical-historical study of philosophy
from Kant to phenomenological philosophy.
Brief description in English: The course will focus on the history of philosophy from Kant to
phenomenological philosophy, on the main periods, trends and schools of thought (for
instance, kantianism, hegelianism, marxism, positivism, phenomenology, existentialism,
hermeneutics, structuralism, deconstructivism etc) their specific problems and developments
on basis of the study of the representative authors’ texts, authors, such as, for instance, Kant,
FLFI.02.073 Practical Philosophy I: Moral Philosophy (2 CP)
Title in Estonian: Praktiline filosoofia I: moraalifilosofia
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 16 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 64
Lecturer: Kadri Simm
Objective in English: The aim of the course is to introduce students to the substance and
major ideas of moral philosophy, promoting their ability of critical analysis and adequate use
of concepts. The course will give an overview of selected problems of normative ethics,
metaethics, and value theory. In normative ethics a special emphasis is on debates between
consequentialism and deontologists. In metaethics the course will focus on questions of
ethical objectivity and subjectivity as well as on moral relativism and universalism. In value
theory one gets an overview of the relationship of values and good life with the special focus
on theories of virtue ethics.
Learning outcome in English: On successful completion of the course a student
- is able to use the concepts of the area of moral philosophy addressed at the course;
- is familiar with the debates and problems of the area;
- is able to critically analyse the arguments presented and discuss the problems of moral
philosophy.
Brief description in English: The aim of the course is to introduce students to the substance
and major ideas of moral philosophy, promoting their ability of critical analysis and adequate
use of concepts.

FLFI.02.115 Practical Philosophy II: Political Philosophy (2 CP)
Title in Estonian: Praktiline filosoofia II: poliitikafilosoofia
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 20 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 60
Lecturers: Tiiu Hallap, Marek Volt
Objective in English: The aim of the course is to introduce students to the substance and
major ideas of political philosophy, promoting their ability of critical analysis and adequate
use of concepts. The course will concentrate on the selected topics (e.g. liberty, equality,
solidarity, democracy, social justice, individual rights and common good, nationalism and patriotism) and theories of political philosophy (e.g. liberalism, communitarianism, libertarianism and marxism.

Learning outcome in English: On successful completion of the course a student
- is able to use the concepts of the area of political philosophy addressed at the course;
- is familiar with the debates and problems of the area;
- is able to critically analyse the arguments presented and discuss the problems of political philosophy.

Brief description in English: The principal concepts, central traditions of thought and their main representatives, ideologies and argumentation in political philosophy are examined.

**FLFI.03.057 Philosophy of Science I (2 CP)**
Title in Estonian: Teadusfilosoofia I
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
**ECTS: 3**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 10 practice learning: 0 seminars: 10 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 60
Lecturer: Endla Lõhkivi (responsible), Rein Vihalemm

Objective in English: The aim is to develop the students’ theoretical knowledge of philosophy of science, ability of critical analysis and adequate use of concepts.

Learning outcome in English: On successful completion of the course a student
- is able to use the concepts of the area of philosophy of science addressed at the course;
- is familiar with the debates and problems of the area;
- is able to critically analyse the arguments presented and discuss the problems of philosophy of science.

Brief description in English: The course will focus on some central problem areas and debates in philosophy of science such as for instance: what is law of nature, should scientific theories explain, what is the meaning of theories, the role of models, is value-free science plausible, etc. Outstanding authors’ texts will be analyzed in detail.

**FLFI.03.081 Philosophy of Science II (2 CP)**
Title in Estonian: Teadusfilosoofia II
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
**ECTS: 3**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 10 practice learning: 0 seminars: 10 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 60
Lecturer: Endla Lõhkivi
Objective in English: The aim is to develop the students’ theoretical knowledge of epistemology and metaphysics assumed in philosophy of science, support their ability of critical analysis and adequate use of concepts.

Learning outcome in English: On successful completion of the course a student:
- is able to use the concepts of the area of epistemology and/or metaphysics assumed in philosophy of science addressed at the course;
- is familiar with the debates and problems of the area;
- is able to critically analyse the arguments presented and discuss the problems of epistemology and metaphysics in philosophy of science.

Brief description in English: The course will focus on some central problem areas and debates in epistemology and metaphysics related to philosophy of science. Outstanding authors’ texts will be analysed in great detail.

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**FLFI.04.016 Theoretical Philosophy I: Advanced Topics in the Philosophy of Language and Logic (2 CP)**

Title in Estonian: Teoreetiline filosoofia I  
Faculty/Department: Department of Philosophy (FLFI)  
National credits: 2 CP  
ECTS: 3  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: English  
Work volumes and formats lectures: 24  
practice learning: 0  
seminars: 0  
colloquia: 0  
individual hours: 0  
e-learning: 0  
practical training: 0  
independent work: 56

Lecturer: Daniel Cohnitz

Objective in English: The course will focus on one problem from the list of topics mentioned in 'content of the subject' that is of current interest in the international philosophical debate. Student will thereby acquire a sense of the “state of the art” of research topics and research methodolgy in contemporary philosophy.

Learning outcome in English: Students will become acquainted with one specialised topic in contemporary philosophy. Students will be trained in working with contributions in international journals that constitute the “state of the art”. They will also be trained in academic writing skills, ideally by requiring written work (of the short format of an Analysis article) that is of the form and content of a publishable article.

Brief description in English: The Philosophy of Logic and the Philosophy of Language are among the systematic core areas of theoretical philosophy. Central to the Philosophy of Language are theories of meaning (of linguistic items), truth (of linguistic items) and reference. Central to the Philosophy of Logic are analyses of logical consequence, the nature of logical and mathematical truth and knowledge, and the epistemological and metaphysical problems related with these notions (as, for example, the contrast between realism and nominalism in the philosophy of mathematics).

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**FLFI.04.017 Theoretical Philosophy II: Theoretical Philosophy II: Advanced Topics in Metaphysics and the Philosophy of Mind (2 CP)**

Title in Estonian: Teoreetiline filosoofia II  
Faculty/Department: Department of Philosophy (FLFI)  
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 2 practice learning: 0 seminars: 22 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturer: Bruno Mölder
Objective in English: The course will focus on one problem from the list of topics mentioned
in 'content of the subject' that is of current interest in the international philosophical debate.
Student will thereby acquire a sense of the “state of the art” of research topics and research
methodology in contemporary philosophy.
Learning outcome in English: Students will become acquainted with one specialised topic in
contemporary philosophy. Students will be trained in working with contributions in
international journals that constitute the “state of the art”. They will also be trained in
academic writing skills, ideally by requiring written work (of the short format of an Analysis
article) that is of the form and content of a publishable article.
Brief description in English: Metaphysics and the Philosophy of Mind are among the
systematic core areas of theoretical philosophy. The central topics of the philosophy of mind
include the nature of mental states, the nature of intentionality and consciousness.
Metaphysics investigates mainly the general categories of things and the nature of identity,
causality, modality and time.

FLFI.00.081 MA Seminar (6 CP)
Title in Estonian: Magistriseminar
Faculty/Department: Department of Philosophy (FLFI)
National credits: 6 CP
ECTS: 9
Duration in semesters: 3
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 60
individual hours: 0 e-learning: 0 practical training: 0 independent work: 180
Lecturers: Margit Sutrop (responsible), Rein Vihalem, Kadri Simm
Objective in English: The aim is to develop independent research skills as well as skills of
oral and written presentation, and academic discussion.
Learning outcome in English: On successful completion of the course a student
- can define a research problem and choose relevant literature for the seminar paper;
- can write research papers;
- can present research results in the seminar;
- can justify one’s claims and participate in discussion, take into account criticism;
- can follow and ask questions about the papers on less familiar topics.
Brief description in English: The course consists in participation in the seminars, incl.
reading all seminar papers, discussion, writing and presenting one paper each year.

FLFI.00.082-086 Specialisation Course I - V (4 CP)
Title in Estonian: Spetsialiseerumisaine I - V
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP

**ECTS: 6**

Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 10 e-learning: 0 practical training: 0 independent work: 150

Lecturers: whole department’s teaching staff (shown in Italic in Appendix 16).

Objective in English: The aim is to support the student’s individual specialisation in a
particular area of philosophy (history of philosophy, practical philosophy, philosophy of
science or theoretical philosophy) via the individual tasks and study plan created by the
supervisor(s) of the MA thesis.

Learning outcome in English: On successful completion of the course a student
- knows thoroughly the works and views in the chosen area of philosophy and is thus prepared
for writing an MA thesis;
- can critically analyse philosophical texts, discuss those and write research papers.

Brief description in English: The course consists of the study of the works that make up an
important background for the student’s completion of her/his MA thesis. The works will be
discussed with the supervisor and an essay will be written and assessed as the exam paper.

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**FLFI.04.018 Logic for Master Students (Metalogic / Non-Classical Logic / Modal Logic)**
(2 CP)

Title in Estonian: Loogika magistrantidele
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP

**ECTS: 3**

Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 20 practice learning: 0 seminars: 10 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 50

Lecturer: Daniel Cohnitz

Objective in English: Formal Logic is the central methodological tool of modern philosophy,
which is why it important to understand the scope and the limitations of this tool. While
Logic I introduces the systems of propositional logic and first order predicate logic and their
respective model theoretic semantics and deductive systems, Logic for MA students
introduces primarily metalogical notions and results about model theoretic semantics and
deductive systems. These are either introduced with the example of classical logic, or else
with the example of non-classical or modal logics.

Learning outcome in English: The students should acquire a solid overview of the main
results and notions of metalogic, like soundness, completeness, incompleteness, decidability,
computability, Löwenheim-Skolem, etc.

Students should acquire the skill to carry out and understand metalogical proofs, either
concerning classical object logics, or else non-classical object logics.

Brief description in English: Logic for MA students introduces primarily metalogical notions
and results about model theoretic semantics and deductive systems.
MTAT.05.010 Logic (for Postgraduated Students) (2 CP)
Title in Estonian: Loogika (magistrantidele)
Faculty/Department: Chair of Theoretical Computer Science (MTAT05)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 50 practice learning: 0 seminars: 10 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 8 independent work: 22
Lecturer: Tõnu Tamme
Objective in English: Getting acquainted with mathematical logic and its applications in
analytical philosophy.
Learning outcome in English:
The student
- can construct derivations
- knows some formal axiomatic theories
Brief description in English: Derivations. First order theories and models.

FLFI.00.046 Teaching Philosophy (2 CP)
Title in Estonian: Filosoofia õpetamise praktika kõrgkoolis
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 30 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturers: whole department’s teaching staff (shown in Italic in Appendix 16)
Objective in English: To introduce students into specificity of teaching philosophy at the
university in practice.
Learning outcome in English: On successful completion of the course the student knows the
basics of practical study course design, teaching methods and assessment and is able to apply
this knowledge in practice.
Brief description in English: Via practical tasks related to teaching philosophy at university
the students learn how to design a study course, how to apply the teaching methods and how
to assess the results in practice.

FLFI.00.087 Research Seminar (6 CP)
Title in Estonian: Uurijaseminar
Faculty/Department: Department of Philosophy (FLFI)
National credits: 6 CP
ECTS: 9
Duration in semesters: 2
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 50 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 190
Lecturers: whole department’s teaching staff (shown in Italic in Appendix 16)
Objective in English: Developing independent research skills and thorough theoretical
knowledge in the area of specialisation.
Learning outcome in English: On successful completion of the course a student:
- knows in great detail some of the most influential works in the field of specialisation
(history of philosophy, practical philosophy, philosophy of science or theoretical
philosophy);
- is able to see the connections between the works studied and one’s own research topic.
Brief description in English: The course consists in the seminars of the respective area of
philosophy (history of philosophy, practical philosophy, philosophy of science or theoretical
philosophy) where most influential works of the area are discussed.

FLFI.00.041 Didactics of Philosophy (4 CP)
Title in Estonian: Filosoofia didaktika
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 10 practice learning: 0 seminars: 10 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 140
Lecturer: Märt Põder
Objective in English: To give an overview of the theoretical ideas of didactics of philosophy
and the principles of creating and developing philosophy has a secondary school subject. To
introduce specific problems of teaching philosophy.
Learning outcome in English: On successful completion of the course a student:
- is acquaintant with the theoretical ideas of didactics of philosophy;
- knows the principles of creating and developing of the secondary school philosophy
curriculum;
- is aware of the specific problems related to teaching philosophy as a secondary school
subject. Brief descriptions
Brief description in English: The course intends to provide students with general knowledge
of the theories in philosophy didactics. The students will learn the principles of general
curriculum development and in the seminars, they will discuss the main problems of teaching
philosophy as a secondary school subject.

FLFI.00.088 Teaching Practice at Secondary School (10 CP)
Title in Estonian: Filosoofia koolipraktika
Faculty/Department: Department of Philosophy (FLFI)
National credits: 10 CP
ECTS: 15
Duration in semesters: 2
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 0 practice learning: 60 seminars: 10 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 330
Lecturer: Märt Põder
Objective in English: The aim of the practice at secondary school is to provide the students
with the possibility of participant observation and analysis of the lessons as well as teaching
opportunity, and get feedback from the supervisor.
Learning outcome in English: On successful completion of the course a student:
- is able to analyse the course of a lesson at secondary school;
- is able to plan a lesson, its aims and ways of achieving those;
- has practiced the teachers’ work and is able to correct one’s activities according to the
feedback from the supervisor.
Brief description in English: During the secondary school practice a student will be visiting
one ore more secondary schools, analysing the philosophy curricula and syllabi, watching the
lessons, preparing lesson plans, choosing methods in accordance with the aims of the lessons
and teaching some lessons. S/he will be provided with feedback from the supervisor.

SOPH.00.281 Cognition and Action (4 CP)
Title in Estonian: Tunnetuspühholoogia ja käitumise regulatsioon
Faculty/Department: Department of Psychology (SOPH)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 56 practice learning: 0 seminars: 12 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 92
Lecturer: Marika Rauk
Objective in English: To provide basic knowledge about the nature of perception-processes
and the mechanisms that control and regulate behavior Learning outcomes
Learning outcome in English: After completion the student:
- Knows about the basic processes of perception, understands their nature, working
mechanisms and behavioral manifestations;
- Is able to associate the general working principles of the nervous system with specific
behavioral outcomes;
- Understands the connections between the human organisms basic biological processes and
higher cognitive functions;
- Is prepared to master the subjects of psychology field- and specialty modules that deal with
different aspects of human psyche in a more specialised manner
Brief description in English: The subject covers two biggest topics in basic psychology. First
the basic processes of human perception are covered (senses and sensory sensitivity;
perception, attention, consciousness, learning, memory, thinking, knowledge, language and
speech). Second, the biological processes that behavior originates from are discussed
general working-principles of the nervous system and implemented research-methods, main
structures and functions of the nervous system, the role of motivations and needs in regulation, motivational hierarchy, control-systems and feedback in the organism, the causes of emotion and the effect of emotions on perception and action, basic emotions, the expression of emotions).

**HTPK.02.112 Educational Psychology (4 CP)**

Title in Estonian: Pedagoogiline psühholoogia  
Faculty/Department: Dean's Office (HTHT)  
National credits: 4 CP  
**ECTS: 6**

Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 44 practice learning: 0 seminars: 30 colloquia: 0  
individual hours: 0 e-learning: 0 practical training: 0 independent work: 86  
Lecturer: Edgar Krull  
Objective in English: The course provides basic knowledge on pupils' development and individual differences, principles and theories of learning, and on creating conditions for promoting pupils' academic and social learning in school practice.  
Learning outcome in English: In the result of successful studies of this course the student knows the basic concepts of developmental psychology, learning and motivation theories, basic principles underlying organization of learning and instruction and classroom management, and practical applications of the listed theoretical concepts. The student understands the essence of these theoretical ideas and will be able to apply them to solving everyday instructional and educational problems.  
Brief description in English: The course follows the logic of designing and delivering lessons as well as other instructional and educational events. It starts with issues of stating educational objectives followed by issues of student development and individual differences. Next, the major learning theories and their applications are introduced. Finally, the principles of creating conditions for learning are thoroughly studied. The last theme involves: planning of instruction, selection and application of instructional methods, developing pupils' study skills and learning motivation, creating and maintaining classroom discipline, and identifying and assessing learning outcomes.

**HTPK.01.159 Foundation of Education (4 CP)**

Title in Estonian: Pedagoogika alused  
Faculty/Department: Dean's Office (HTHT)  
National credits: 4 CP  
**ECTS: 6**

Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 40 practice learning: 4 seminars: 28 colloquia: 0  
individual hours: 0 e-learning: 0 practical training: 0 independent work: 88  
Lecturer: Jüri Ginter
Objective in English: To give primary knowledge about the essence of pedagogy, research based teaching, history of education and upbringing, school management in Estonia and other countries, educational law and educational resources to be able to do proper decisions in their work.

Learning outcome in English: After the course students have an overview of the context where a teacher works and account on it in their further studies in the university and in practice:
1) Understand the position of the education as a science in the system of other sciences.
2) Are able to plan educational research.
3) Understand main ideas in history of education and can analyse them.
4) Are able to analyse the role of education in society.
5) Have knowledge about the Estonian educational management, law and politics.
6) Have skills to choose and evaluate educational resources.

Brief description in English: The aims of education and upbringing throughout history and today, in Estonia and foreign countries. The characteristics in the development of school systems during the last decade. The fundamentals of pedagogical research. The new paradigm of teaching. The functions, the components and the indicators of the quality of studying materials. Choices in educational policy. Educational law and the legal status of a teacher.

**HTPK.02.100 Pedagogical Communication (4 CP)**
Title in Estonian: Pedagoogiline suhtlemine
Faculty/Department: Dean’s Office (HTHT)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 38 practice learning: 0 seminars: 32 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 90
Lecturer: Heiki Krips

Objective in English: The course provides basic knowledge on communication in educational context.
Learning outcome in English: Participants will be able:
to define the basic concepts of the subject; to describe the components of communication in pedagogical context; to differentiate between the units of speech and language; to name the levels of speech production and comprehension process and to recognize the relations between them; to describe the contexts of social relations and the relations emanating from pedagogical context; describe teachers’ effective nonverbal communication; to name group types and the patterns of group development; and to link the before mentioned with a class as a group; to differentiate between the actions of a teacher as a group leader emanating from the group leadership principles; to describe the main specific features of communication with children and adolescents; to describe the nature and types of student problematic behaviour; to differentiate between crises and catastrophes and possible risk factors, to describe the types and levels of consulting.

Brief description in English: I. Theoretical introduction: basic concepts, research areas.
II Communication skills as purposeful ways of action. Language and speech. Nonverbal communication in pedagogical context. Communication skills as communication techniques.
Specifics features of communication with children and adolescents. Communication with children with special educational needs.

III Class as a group. Teachers’ communicative strategies in a group. Communication in a small group.

IV. Conflicts at schools and communication. Conflicts in teacher work. Problematic behavior of students and teachers’ possibilities of managing them. Crisis aid at school. Student counselling.

**FLFI.00.071 Master's Thesis in Philosophy (20 CP)**

Title in Estonian: Magistritöö

Faculty/Department: Department of Philosophy (FLFI)

National credits: 20 CP

ECTS: 30

Duration in semesters: 2

Course assessment: exam

Course type: Course with defence at the end

Languages of teaching: English, Estonian

Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 30 e-learning: 0 practical training: 0 independent work: 770

Lecturers: whole department’s teaching staff (shown in Italic in Appendix 16).

Objective in English: To provide a solution to a significant problem in philosophy by applying most relevant sources and methods.

Learning outcome in English: Via writing the MA thesis the student

- learns with the help from the supervisor(s) how to formulate a research problem and choose methods for solution;
- learns how to choose relevant sources;
- suggests a justified solution;
- completes a thesis corresponding to standard;
- obtains the skills of oral presentation of the results and of academic disputation.

Brief description in English: Planning and writing the MA thesis and defending it on a public defense.
Appendix 14. Annotations for the subjects in the curriculum of philosophy (PhD studies 80355)

**FLFI.00.011 Reading in Estonian Philosophy (4 CP)**  
Title in Estonian: Allikteos eesti filosoofia alalt juhendava korralise professuuri poolt  
Faculty/Department: Department of Philosophy (FLFI)  
National credits: 4 CP  
**ECTS: 6**  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 8 e-learning: 0 practical training: 0 independent work: 152  
Lecturers: Margit Sutrop (responsible), Roomet Jakapi, Endla Lõhkivi, Ülo Matjus, Rein Vihalemm  
Objective in English: To study some central work(s) in Estonian philosophy.  
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in Estonian philosophy and is able to provide a critical analysis of it in the form of an essay.  
Brief description in English: In co-operation with the supervisor a central work in Estonian philosophy is chosen and analysed by the student. An essay is required.

**FLFI.01.040 Reading in History of Philosophy (for Doctoral Students) (4 CP)**  
Title in Estonian: Allikteos filosoofia ajaloo õppetooli poolt  
Faculty/Department: Department of Philosophy (FLFI)  
National credits: 4 CP  
**ECTS: 6**  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 8 e-learning: 0 practical training: 0 independent work: 152  
Lecturers: Ülo Matjus  
Objective in English: To study some central work(s) in history of philosophy.  
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in history of philosophy and is able to provide a critical analysis of it in the form of an essay.  
Brief description in English: In co-operation with the Chair of history of philosophy a central work(s) in history of philosophy is chosen and analysed by the student. An essay is required.

**FLFI.02.046 Reading in Practical Philosophy (4 CP)**  
Title in Estonian: Allikteos praktilise filosoofia korralise professuuri poolt  
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP  
**ECTS: 6**  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: English, Estonian  
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0  
individual hours: 8 e-learning: 0 practical training: 0 independent work: 152  
Lecturer: Margit Sutrop  
Objective in English: To study some central work(s) in practical philosophy.  
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in practical philosophy and is able to provide a critical analysis of it in the form of an essay.  
Brief description in English: In co-operation with the Chair of practical philosophy a central work(s) in practical philosophy is chosen and analysed by the student. An essay is required.

**FLFI.03.040 Reading Course in Philosophy of Science (4 CP)**  
Title in Estonian: Allikteos teadusfilosoofia korralise professuuri poolt  
Faculty/Department: Department of Philosophy (FLFI)  
National credits: 4 CP  
**ECTS: 6**  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: English, Estonian  
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0  
individual hours: 8 e-learning: 0 practical training: 0 independent work: 152  
Lecturers: Endla Lõhkivi (responsible), Daniel Cohnitz, Rein Vihalemm  
Objective in English: To study some central work(s) in philosophy of science.  
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in philosophy of science and is able to provide a critical analysis of it in the form of an essay.  
Brief description in English: In co-operation with the Chair of philosophy of science a central work(s) in philosophy of science is chosen and analysed by the student. An essay is required.

**FLFI.00.017 Reading in Philosophy (4 CP)**  
Title in Estonian: Doktorandi seisukohalt mitteprofiilne allikteos juhendava korralise professuuri poolt  
Faculty/Department: Department of Philosophy (FLFI)  
National credits: 4 CP  
**ECTS: 6**  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: English, Estonian  
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0  
individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Endla Lõhkivi, Ülo Matjus, Rein Vihalemm

Objective in English: To study some central work(s) in philosophy.
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in philosophy and is able to provide a critical analysis of it in the form of an essay.
Brief description in English: In co-operation with the supervisor a central work in philosophy is chosen and analysed by the student. An essay is required.

**FLFI.00.053 Special subject according to individual curriculum (4 CP)**

Title in Estonian: Eriaine individuaalkava järgi
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Piret Kuusk, Endla Lõhkivi, Ülo Matjus, Rein Vihalemm

Objective in English: To deepen the student’s knowledge of the area of research or of a related area.
Learning outcome in English: On successful completion of the course, the student knows well particular topic related to her area of research and is able to apply the knowledge in her further research.
Brief description in English: Compulsory reading course, aimed on critical analysis of a monography.

**FLFI.02.126 Education and Society (2 CP)**

Title in Estonian: Haridus ja ühiskond
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 30 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturer: Paul McLaughlin

Objective in English: This course has two main objectives: to provide an historical introduction to the philosophy of education; and to consider a key problem in the philosophy of education, namely the relationship between education and social change. Two fundamental questions will therefore be raised: (1) what is education? and (2) can education secure ‘social progress’?
Learning outcome in English: The student will acquire a basic knowledge of an important branch of practical philosophy, and come to see the relevance of philosophical inquiry to social development.

Brief description in English: We will concentrate on three themes: first, we will address some basic questions in the philosophy of education and offer an analysis of the concept of education itself; following that, we will examine some classic works in the philosophy of education from the ancient world to the early-twentieth century; and, finally, we will study three works from the post-War period and assess their relevance to contemporary issues.

**FLFI.00.052 Ethics and Methodology of Science (4 CP)**
Title in Estonian: Teaduse eetika ja metodoloogia
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 12 practice learning: 0 seminars: 12 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 136
Lecturers: Margit Sutrop (responsible), Rein Vihalemm
Objective in English: To develop the abilities of seeing and analysing the ethical problems and choices in the contemporary sciences; obtain the ethical norms basic for the good practice of science; acquire basic knowledge of the nature of scientific research, central concepts in ethics and methodology of science.

Learning outcome in English: On successful completion of the course, the student knows the central topics and problems of ethics of science and philosophy of science, and is able to analyse particular exemplary cases.

Brief description in English: The main topics of the course are: the ethical limits of the scientific and technological progress; ethical standards of behavior in scientific research, the functioning of science in society, a researcher as an expert, researcher's responsibility, the ethos of science. Central concepts both in ethics and philosophy of science will be studied, recent theoretical approaches will be analysed concerning the issues like: how to define science, the character of scientific knowledge, search for proper methods, explanation in the science, the concept of objectivity.

**FLFI.01.080 Introduction to History of Philosophy (for PhD Students) (2 CP)**
Title in Estonian: Sissejuhatus filosoofia ajalukku doktorantidele
Faculty/Department: Department of Philosophy (FLFI)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 4 practice learning: 0 seminars: 26 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 50
Lecturer: Andrus Tool
Objective in English: The general objective of the course is to give an overview of the history of European philosophy. The formation and changing of the main philosophical streams, central questions, concepts and arguments is considered in connection with the changing of the historical-cultural contexts of philosophizing.

Learning outcome in English: On successful completion of the course the student is familiar with the problems and solutions, main concepts and ways of arguing in the philosophical doctrines considered and is able to relate these to their historical-cultural contexts.

Brief description in English: The course comprises the following topics: the birth of philosophy in Ancient Greece, the Eleatic School, Ancient Atomists, philosophical problems discussed by Ancient Sophists, the significance of Socrates for the history of Ancient Greek philosophy, Plato’s doctrine of being, Plato’s doctrine of knowledge and thinking, Plato’s doctrine of the soul and virtues, Plato’s political teaching, Hellenistic philosophy: the Stoics, Epicureans, Skeptics, the change of the position of philosophy in the intellectual world of the Christian Late Antiquity. R. Descartes and the foundations of modern philosophy, D. Hume’s empiricist scepticism, K. R. Popper’s critical rationalism.

**FLFI.04.024 Logic I (4 CP)**

Title in Estonian: Loogika I

Faculty/Department: Department of Philosophy (FLFI01)

National credits: 2 CP

**ECTS: 3**

Duration in semesters: 1

Course assessment: exam

Course type: Regular course

Languages of teaching: English

Work volumes and formats: lectures: 30 practice learning: 30 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 20

Lecturers: Daniel Cohnitz

Objective in English: Logic I introduces the systems of propositional logic and first order predicate logic and their respective model theoretic semantics and deductive systems. It is explained how logic is used to reconstruct and analyse arguments and the semantics of natural language.

Learning outcome in English: The students should acquire a solid understanding of the main notions of formal syntax and semantics. They should acquire the ability to translate natural language sentences into first-order predicate logic, and reconstruct arguments and test their validity. Students should also acquire to carry out proofs in the object language (FOL).

Brief description in English: Logic I introduces modern philosophical logic and its use in the analysis of arguments and natural language semantics.

**SOZU.01.191 Academic self-expression (2 CP)**

Title in Estonian: Teaduslik eneseväljendus

Faculty/Department: Chair of Journalism (SOZU01)

National credits: 2 CP

**ECTS: 3**

Duration in semesters: 1

Course assessment: exam

Course type: Regular course

Languages of teaching: Estonian
Work volumes and formats lectures: 8 practice learning: 0 seminars: 14 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 58

Lecturer Epp Lauk

Objective in English: The aim of the course is to develop the knowledge and skills for composing and writing academic texts for publishing in the journals of social sciences and the humanities. Students also learn to compose and present an academic/conference presentation.

Learning outcome in English: The students will: 1) obtain knowledge about professional national and international journals in their fields of expertise and learn to evaluate their level (CC journals etc); 2) get familiar with the publishing process in national and international academic journals; 3) be able to compose publishable academic text; 4) learn to format their texts according to the requirements of different journals of their field; 5) know and follow ethical rules of academic research and publishing; 6) be able to present an academic paper to different audiences; 7) participate in group work and will be able to give feedback to the other students.

Brief description in English: The course consists of four parts: 1) the general principles of composing academic texts and writing scientific articles and conference presentations; 2) practical exercises in writing academic texts and preparing them for publication; 3) publishing requirements and publication procedures of international and domestic academic journals, 4) composing and writing a conference presentation and presenting it to the class.

FLKU.05.123 Academic Writing for Doctoral Students (2 CP)

Title in Estonian: Akadeemiline kirjutamine doktorantidele

Faculty/Department: Chair of Comparative Literature (FLKU05)

National credits: 2 CP

ECTS: 3

Duration in semesters: 1

Course assessment: pass/fail exam

Course type: Regular course

Languages of teaching: Estonian

Work volumes and formats lectures: 12 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 68

Lecturer Tiina Ann Kirss

Objective in English: The aim of the course is to develop doctoral students’ skills in written scholarly rhetoric and critical-analytical thinking; to sharpen skills of recognizing effective academic writing; to write clearly, strategically, and authoritatively in a variety of forms required in graduate education and professional work (the dissertation, conference abstracts, critical reviews, review articles.

Learning outcome in English: As a result of the course students will be able to recognize differences in scholarly rhetoric in Estonia and in the international scholarly world (English), as well as difficulties specific to Estonian speakers’ writing scholarly English prose. To express oneself clearly and to analyze the argumentation of scholarly articles in a range of humanities and social sciences disciplines. Writing workshop format and peer writing review will be used as methods.

Brief description in English: The main topics of the course are: 1. Basics of scholarly rhetoric: the establishment of authority and credibility, scholarly "communities of interpretation", recognition of logical fallacies in argumentation; definition of terms and the hazards of interdisciplinarity and mixing paradigms, decorum and conventions of academic style. 2. Writing skills: footnoting, balancing footnoting, quotation, and paraphrase,
developing ideas and paragraphing, transitions, different formal conventions of footnoting, summarizing, composing a critical bibliography. 3. The genres of academic writing. 4. Advising and peer editing of writing. 5. Cautions with regard to plagiarism; the Estonian writer and the hazards of writing in English.

**FLEE.04.184 Analysis of communication data and methods of analysis (4 CP)**
Title in Estonian: Suhtlusandmete analüüs ja analüüsi meetodid
Faculty/Department: Department of Estonian as a Foreign (FLEE04)
National credits: 4 CP
ECTS: 6
Duration in semesters: 2
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 16 practice learning: 0 seminars: 18 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 126
Lecturer: Silvi Tenjes
Objective in English: To give a systematic overview of methods used for the analysis of spoken and written communication data and the area of multimodal communication.
Learning outcome in English: Students who successfully complete the course will be able to:
1) choose appropriate methodology of communication data to solve their research questions,
2) analyse the process of multimodal communication,
3) apply major theoretical approaches to communication and their terminology,
4) develop appropriate methods for solving questions in their research area.
Brief description in English: Conversation analysis and discourse analysis. Relationship between conversation analysis, discourse analysis and pragmatics.
Dynamic concept of context.
Method of conversation analysis and its application in different disciplines.
Modalities used in communication (speech, body language, hand gestures, etc).
Coordinating different modalities. How do different modalities convey the message we wish to convey?
The course focuses on these questions, concepts and fields, emphasising interdisciplinary and multimodal approaches. The course is primarily dedicated to the methods used to study communication data, work with raw data, the recording and transcribing of data and the areas where such methods can be used. Seminar discussions will address problems arising in connection with the methods presented. Students will acquire the skill of working with authentic communication data.

**ARTH.02.063 Bioethics (2 CP)**
Title in Estonian: Bioeetika
Faculty/Department: Chair of Health Care Management (ARTH02)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 18 practice learning: 0 seminars: 10 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 52
Lecturer: Andres Soosaar
Objective in English: (i) to understand and obtain main principles and regulations of modern bioethics and (ii) to get skills to solve ethical problems in biomedical research.
Learning outcome in English: To give knowledge for solving eventual problems in the future professional work considering ethical standards.
Brief description in English: The course is designed for all graduate students whose research is focused on life sciences and surrounding areas, also different interdisciplinary projects. The course contains a set of lectures and seminar to reach proposed goals.

MTAT.03.191 e-Learning Technologies in Higher Education (2 CP)
Title in Estonian: e-õppe tehnoloogiad kõrgkoolis
Faculty/Department: Chair of Software Systems (MTAT03)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 80
Lecturer: Rein Prank
Objective in English: Acquisition of theoretical knowledge and technical skills to apply the methodology of e-learning, originating from the previous knowledge, skill and interests.
Brief description in English: 1. Introduction to e-learning. What is e-learning, combined learning, distance learning. 2. e-learning techniques. Study materials, Photoshop, animations, sound editing, videoconferences and video lectures, test. 3. E-learning methodologies. Study process in combined education, using active learning in e-learning, role of the tutor. 4. e-learning environments and standards. E-learning environments, basis of comparison, EduTools. Notion of study object, study objects, repositories. 5. Questionnaires and tests in e-learning. The testing possibilities integrated into e-learning, separate testing tools. 6. Design of studies in e-learning, models of study design. Objectives, target group, previous knowledge, study materials, study process, feedback.

SORG.00.017 European Research and Higher Education Area (2 CP)
Title in Estonian: Euroopa teadus- ja kõrgharidusruum
Faculty/Department: Department of Constitutional Science (SORG)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: lectures: 16 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 64
Lecturer: Vello Andres Pettai
Objective in English: The objective of the course is to give an overview of the European Union’s (and the united neighbouring states) common scientific and higher educational policy; introduce the European financial programs in science and higher education; enable the development of skills of applying for funds.

Brief description in English: The following topics will be discussed in the seminar: the higher education area of European Union, including the developmental stages of the scientific policy, general documentation, frame programs through all periods; mobility policy, including Estonian scientific exchange; structure funds and other means; European Scientific Foundation; European higher education area, including the Bologna process; Socrates / Erasmus program; European organizations of higher education (EUA, EURASHE, ESIB, and others).

Note: This lecture course is in the state of revision and quality improvement. It will be open again in coming semesters according to the advancement of students. This transition is part of the general reform of the curriculum. Therefore full information about the course cannot be provided.

OIAO.07.064 History and Theory of International Law (4 CP)
Title in Estonian: Rahvusvahelise õiguse ajalugu ja teooria
Faculty/Department: Chair of International Law (OIAO07)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 0 practice learning: 0 seminars: 24 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 136
Lecturer Lauri Mälksoo

Objective in English: The aim of the course is make students familiar with the historical development of public international law and its science and to introduce them to the philosophical and methodological problems of the discipline.

Learning outcome in English: Upon the completion of the course the student should be able to orientate himself/herself in fundamental questions of international law and understand better what is „behind” the debates, solutions and individual problems of international law.

Brief description in English: In seminars, various texts related to the history and theory of international law are discussed, on the basis of which the student will writes an original essay in the end.

FLAJ.00.050 Introduction to information research (2 CP)
Title in Estonian: Sissejuhatus erialainfootsingusse
Faculty/Department: Institute of History and Archaeology (FLAJ)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 80
Lecturer: Martin Hallik
Objective in English: The aim of the course is to offer knowledge and practical skills in searching professional scientific information from electronic information sources.
Learning outcome in English: After completing the course the students are familiar with their professional databases and other information sources and can systematically search for information.
Brief description in English: The course discusses the following themes:

**MTAT.08.025 Introduction to Scientific Computing (2 CP)**
Title in Estonian: Sissejuhatus teadusarvutustesse
Faculty/Department: Institute of Computer Science (MTAT)
National credits: 2 CP
**ECTS: 3**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 16 practice learning: 16 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 48
Lecturer: Eero Vainikko
Objective in English: The goal of this course is to give an overview of computational problems in scientific research, developing practical experience in ways and techniques for computational solution of various research problems, together with hands-on skills in scientific computing environments
Learning outcome in English: Ability of writing simple programs for solution of scientific computing problems using a high level programming language, data processing libraries for carrying out computations and data visualisation. Development of skills for using computational clusters, data storage and the Grid.
Brief description in English: Introduction to programming in Python, overview of array handling in numpy, scipy for solution of various problems. Overview of different problems, solution algorithms, data processing methods in scientific computing. Sources of computational errors, properties of floating-point arithmetics. Computation performance dependence from memory hierarchies in recent computer architectures. Introduction to Grid and cluster computing.

**HTHT.00.009 Learning and Teaching in Higher Education (4 CP)**
Title in Estonian: Õppimine ja õpetamine kõrgkoolis
Title in English: Learning and Teaching in Higher Education
Faculty/Department: Dean's Office (HTHT)
National credits: 4 CP
**ECTS: 6**
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Work volumes and formats lectures: 15 practice learning: 0 seminars: 33 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 112
Lecturer: Mari Karm
Languages of teaching: English, Estonian
Objective in English: The aim of the course is to broaden the knowledge and skills of the future lecturers for teaching in higher education: the focus is on the ways, how to plan, carry out and reflect upon their teaching.
Learning outcome in English:
By the end of the course the students:
• will be able to understand key theories of learning and teaching in higher education;
• will be able to plan the course (learning outcomes, assessment, learning-teaching methods);
• be knowledgeable in the theory of learning and teaching methods and assessment in the context of higher education;
• are aware of different teaching methods and styles;
• have acquired skills for implementing different learning, teaching and assessment methods in practice;
• will be able to understand the process of supervision;
• will have reflected upon their learning and teaching experience;
• will have some strategies to develop their teaching
Brief description in English: During the course the following aspects are introduced: distinctive features of learning and teaching of an adult learner; various learning methods and principles for choosing the most appropriate one/their selection principles; feedback and assessment related aspects. The course provides an overview of different stages of learning processes reaching from general principles of compiling teaching materials and syllabuses to various assessment methods. The course will also touch upon ethical issues concerning teaching in higher education.

SOSS.00.097 Logical Quantitative Models (4 CP)
Title in Estonian: Loogilised kvantitatiivsed mudelid
Title in English: Logical Quantitative Models
Faculty/Department: Department of Sociology and Social Policy (SOSS)
National credits: 4 CP
ECTS: 6
Duration in semesters: 2
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 6 practice learning: 0 seminars: 16 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 138
Lecturer: Rein Taagepera
Objective in English: To develop ability to create logical quantitative models in social sciences, along with comparisons with physics.
Learning outcome in English: Ability to think analytically, create logical quantitative models in social sciences, and make connections to other sciences.
Brief description in English: This course present the general foundations of creation and testing of quantitatively predictive logical models, along with practical exercises.
**MJJV.03.136 Management (4 CP)**
Title in Estonian: Juhtimine
Title in English: Management
Faculty/Department: Management (MJJV03)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching Estonian
Work volumes and formats lectures: 20 practice learning: 0 seminars: 12 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 128
Lecturers: Maaja Vadi

Objective in English: The aim of the course is to develop managerial knowledge and skills for understanding, planning and coordinating different organizations in the local and global context.

Brief description in English: Three broad topics are integrated in the framework of this course: management (sub themes: managerial job and leadership styles); organizational behaviour (sub themes: individual, teamwork, design and change of an organization); and international management (sub themes: international markets, the models of internalization and corporate governance). These areas enable to analyze how to manage and direct cooperation between organizations, its members and environment. Various learning methods (i.e. set of lectures, seminars, written assignments, and essay) are used in order to get many-sided understanding of the scope. The participants are supposed to prepare for every classroom activity in accordance of the proposed plan.

**OIEO.01.031 Methods of Text Interpretation (2 CP)**
Title in Estonian: Tekstide tõlgendamise metoodika
Faculty/Department: Chair of Legal History (OIEO01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 0 practice learning: 0 seminars: 14 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 66
Lecturer: Marju Luts-Sootak

Objective in English: The aim of the course is to facilitate the ability to consider, in interpreting historical texts, their philosophical, linguistic and, most importantly, legal context, and to implement that in interpreting the texts.

Learning outcome in English: At the completion of the course, the student should recognize the context of historical texts and interpret the text taking the context into account. The student should be able to employ various methods for interpreting texts.

Brief description in English: The seminars focus on the interpretation methods of texts on the example of illustrative texts (from the 13th to the 20th century), related popular myths and the development of legal thinking.
FLEE.02.116 Oral Presentation (2 CP)
Title in Estonian: Suuline eneseväljendus
Title in English: Oral Presentation
Faculty/Department: Chair of Estonian Language (FLEE02)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: lectures: 4 practice learning: 0 seminars: 20 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 54
Lecturers: Martin Ehala
Objective in English: Develop PhDstudents’ skills in drafting and delivering research papers. Brief description in English: Skills acquired on completion of the course: An ability to draft and deliver various types of spoken academic texts (research paper, lecture, introduction) based on source texts or notes; understanding of the basic characteristics of spoken academic language, knowledge of the required rhetorical devices and technical means; awareness of the most important problems related to drafting and delivering various types of spoken academic text; ability to solve these problems.
Note: This lecture course is in the state of revision and quality improvement. It will be open again in coming semesters according to the advancement of students. This transition is part of the general reform of the curriculum. Therefore full information about the course cannot be provided.

SORG.00.081 Political Theory (4 CP)
Title in Estonian: Poliitiline teooria
Faculty/Department: Department of Constitutional Science (SORG)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 0 practice learning: 0 seminars: 24 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 136
Lecturer: Eva Piirimäe
Objective in English: The aim of the course is to enable students to study a variety of topics of political theory and to provide a forum for discussing these topics. Learning outcome in English: The student who has fulfilled the course successfully
1) has deeper knowledge of selected topics of political theory and is able to give an overview of the main debates on these topics as well as of the main concepts used (and developed) in these debates,
2) is able to analyse texts of political philosophy,
3) is able to critically evaluate the main arguments presented in texts of political philosophy,
4) is able to give a justification to his/her own general normative views on politics.
Brief description in English: The topics studied in the course will be agreed upon among the participants in the first meeting. Potential topics include liberty, justice, equality, political representation, power, authority, ideology, nationalism, cosmopolitanism.

**USUS.03.096 Public Speaking (2 CP)**  
Title in Estonian: Avalik esinemine  
Faculty/Department: Chair of Practical Theology (USUS03)  
National credits: 2 CP  
ECTS: 3  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: Estonian  
Work volumes and formats lectures: 0 practice learning: 0 seminars: 12 colloquia: 0  
individual hours: 12 e-learning: 0 practical training: 0 independent work: 56  
Lecturers: Tõnu Lehtsaar  
Objective in English: Doctoral student is capable of public speaking.  
Learning outcome in English: After passing the course, the student will know different strategies and ways of speaking; is able to analyse different situations of speaking and choose the appropriate speaking strategy; manages to have contact with the listeners; knows how to speak out his / her viewpoints convincingly and understandably.

Brief description in English: Course emanates from the previous speaking experience of the doctoral students. Based on the existing speaking experience psychologically explained strategies and ways of speaking are introduced. Based on the video examples and independent exercises the appropriate to the situation speaking, gaining contact and convincing and understandable speaking is taught.

**LOOM.04.068 Public Speaking in Science (2 CP)**  
Title in Estonian: Teaduslik ettekanne  
Faculty/Department: Department of Zoology (LOOM04)  
National credits: 2 CP  
ECTS: 3  
Duration in semesters: 1  
Course assessment: exam  
Course type: Regular course  
Languages of teaching: English  
Work volumes and formats lectures: lectures: 20 practice learning: 0 seminars: 20 colloquia: 0  
individual hours: 0 e-learning: 0 practical training: 0 independent work: 40  
Lecturer: George A. Lozano  
Objective in English: To improve our ability to speak in public.  
Learning outcome in English: To examine the principles of public speaking, to put these principles to practice in a relaxed atmosphere of peers, to receive feedback and to improve our ability to speak in public.

Brief description in English: In relation to the aforementioned objectives, the course will cover topics such as: defining your audience, handling nerves, use of technology, room arrangement, eye contact, preparation, body language, use of the podium, graph presentation, introducing a speaker, dealing with questions, etc, etc, etc. Students shall present at least 2 talks.
USUS.02.076 Religious Aspects of History of Science (2 CP)
Title in Estonian: Teadusloo religioossetest aspektidest
Faculty/Department: Chair of Systematic Theology (USUS02)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 16 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 64
Lecturer: Anne Kull
Objective in English: The aim of the course is to reflect on the question, what is the this called science - problems of science and scientism.
Learning outcome in English: Student understands what is science and what is pseudo-science;
recognizes how science becomes a belief in science;
is able to see relations between science and religion (in a wide sense).
Brief description in English: How science became a quasi-religion and a world-view? A short history of science as a religious phenomenon. What are aspects of science, that it cannot see itself?

USUS.02.068 Science and Religion (2 CP)
Title in Estonian: Teadus ja religioon
Faculty/Department: Chair of Systematic Theology (USUS02)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: 22 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 58
Lecturer: Anne Kull
Objective in English: Orientation in the possibilities relations between science and religion.
Learning outcome in English: Student orientates in the models of relationships between science and religion (according to Ian Barbour);
is aware of the problems of development and identification of science;
puts together her/his position, regarding relationships between science and religion;
is capable to justify her/his position;
is aware of the role of models and paradigms in religion and in science.
Brief description in English: Exploration of models for relating science and religion.

LOLO.00.037 Science communication (2 CP)
Title in Estonian: Teaduskommunikatsioon
Faculty/Department: Dean's Office (LOLO)
FLSE.00.247 Semiotics (3 CP)
Title in Estonian: Semiootika
Title in English: Semiotics
Faculty/Department: Department of Semiotics (FLSE)
National credits: 3 CP
ECTS: 4,5
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats: lectures: 30 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 90 e-learning: 0 practical training: 0 independent work: 0
Lecturers: Anti Randviir
Objective in English: The subject offers a general overview of semiotics for those doctoral students whose specialty it is not. Semiotics is introduced as an interdisciplinary methodology and as a theory of life and cultural processes. Students will become familiar with the main concepts and main schools of semiotics and their representatives, and also the development of semiotic ideas in Estonia and in the world. Main applications of semiotics in different fields of study will be conceptualised. Among the fields are philosophy, logic, linguistics, history, biology, medicine, law, marketing, social sciences, cultural studies, theology and arts.
Learning outcome in English: The main objective of the course is to introduce the semiotic methodology and its application to students from different departments.
After successfully passing the course, the student: 1) realises the historical development of semiotics; 2) outlines the classical works and theories of semiotics; 3) is able to distinguish, analyse, and apply main semiotic concepts; 4) interprets the main principles of semiotic analysis 5) understands three central dimensions of the Tartu-Moscow School semiotics (bio-, socio and culture semiotics).
Brief description in English: The following areas will be covered during this course: most important facts about the history of semiotics; comparison of semiotics and semiology in
present-day semiotics; main areas of research and main concepts of semiotics; semiotics in Estonia, its main areas of research; principles and levels of semiotic analysis.

MTMS.01.091 Statistical Data Analysis for Empirical Research (2 CP)
Title in Estonian: Empiiriliste teadusuuringute statistilise andmetöötluse alused
Faculty/Department: Chair of Mathematical Statistics (MTMS01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats lectures: lectures: 16 practice learning: 16 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 46
Lecturer: Ene Käärik
Objective in English: The aim of the course is to provide a systematic overview of basic statistical analysis, to develop the professional skills for scientific work based on empirical data, to introduce the basic principle of protection of confidentiality and the main problems related to statistical ethics.
Learning outcome in English: After passing through the course the student
- has the ability to undertake appropriate analyses which answer the research objectives;
- knows basic statistical terms, concepts and statistical methods for analyzing empirical data, has practical skills for interpreting results;
- is able to take into consideration the problems of data confidentiality and statistical ethics.
Brief description in English: Investigated ways of analyzing the relationship between variables and fitting different statistical models (linear regression, ANOVA, logistic regression, factor analysis), applying critical thinking skills and necessary knowledge to the correct handling and interpretation of data.

FLFI.00.054 Practical Teaching in University (4 CP)
Title in Estonian: Ülikoolis õpetamise praktika
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 40 independent work: 120
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Endla Lõhkivi, Ülo Matjus, Rein Vihalemm
Objective in English: To develop students’ skills in teaching philosophy at the university in practice.
Learning outcome in English: On successful completion of the course the student knows how to design courses, she is able to apply various teaching methods, knows the principles of assessment, and has obtained some teaching skills in practice.
Brief description in English: Via practical tasks related to teaching philosophy at university the students learn how to design a study course, how to apply the teaching methods and how to assess the results in practice.

**FLFI.00.016 Doctoral Seminar (10 CP)**
Title in Estonian: Doktoriseminar
Faculty/Department: Department of Philosophy (FLFI)
National credits: 10 CP
**ECTS: 15**
Duration in semesters: 2
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats: lectures: 0 practice learning: 0 seminars: 0 colloquia: 30 individual hours: 0 e-learning: 0 practical training: 0 independent work: 370
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Paul McLaughlin
Objective in English: To develop student's skills in academic writing, discussion and research.
Learning outcome in English: On successful completion of the course, the student has improved her/his research skills, s/he is able to present the results orally and as article manuscript.
Brief description in English: Planning, writing and discussing philosophical papers.

**FLFI.00.051 Doctoral Thesis (110 CP)**
Title in Estonian: Doktoritöö
Faculty/Department: Department of Philosophy (FLFI)
National credits: 110 CP
**ECTS: 165**
Duration in semesters: 8
Course assessment: defence
Course type: Course with defence at the end
Languages of teaching: English, Estonian
Work volumes and formats: lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Piret Kuusk, Endla Lõhkivi, Ülo Matjus, Rein Vihalemm
Objective in English: To provide a solution to a significant philosophical problem in the form of PhD thesis.
Learning outcome in English: Via writing the PhD thesis the student
- learns how to formulate a research problem and choose methods for the solution;
- learns how to choose relevant sources;
- suggests an original solution;
- completes a thesis corresponding to standard;
- obtains the skills of oral presentation of the results and of academic disputation.
Brief description in English: Planning and writing the PhD thesis and defending it on a public defence.
Appendix 15. Annotations for the subjects in the curriculum of philosophy (old PhD studies curriculum 2649)

**FLFI.00.011 Reading in Estonian Philosophy (4 CP)**
Title in Estonian: Allikteos eesti filosoofia alalt juhendava korralise professuuri poolt
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
**ECTS: 6**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats: lectures: 0 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturers: Margit Sutrop (responsible), Roomet Jakapi, Endla Lõhkivi, Ülo Matjus, Rein Vihalemm
Objective in English: To study some central work(s) in Estonian philosophy.
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in Estonian philosophy and is able to provide a critical analysis of it in the form of an essay.
Brief description in English: In co-operation with the supervisor a central work in Estonian philosophy is chosen and analysed by the student. An essay is required.

**FLFI.01.040 Reading in History of Philosophy (for Doctoral Students) (4 CP)**
Title in Estonian: Allikteos filosoofia ajaloo õppetooli poolt
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
**ECTS: 6**
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: Estonian
Work volumes and formats: lectures: 0 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturers: Ülo Matjus
Objective in English: To study some central work(s) in history of philosophy.
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in history of philosophy and is able to provide a critical analysis of it in the form of an essay.
Brief description in English: In co-operation with the Chair of history of philosophy a central work(s) in history of philosophy is chosen and analysed by the student. An essay is required.

**FLFI.02.046 Reading in Practical Philosophy (4 CP)**
Title in Estonian: Allikteos praktilise filosoofia korralise professuuri poolt
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturer: Margit Sutrop
Objective in English: To study some central work(s) in practical philosophy.
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in practical philosophy and is able to provide a critical analysis of it in the form of an essay.
Brief description in English: In co-operation with the Chair of practical philosophy a central work(s) in practical philosophy is chosen and analysed by the student. An essay is required.

FLFI.03.040 Reading Course in Philosophy of Science (4 CP)
Title in Estonian: Allikteos teadusfilosoofia korralise professuuri poolt
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0 individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturers: Endla Lõhkivi (responsible), Daniel Cohnitz, Rein Vihalemm
Objective in English: To study some central work(s) in philosophy of science.
Learning outcome in English: On successful completion of the course, the student knows well the chosen work(s) in philosophy of science and is able to provide a critical analysis of it in the form of an essay.
Brief description in English: In co-operation with the Chair of philosophy of science a central work(s) in philosophy of science is chosen and analysed by the student. An essay is required.

FLFI.00.017 Reading in Philosophy (4 CP)
Title in Estonian: Doktorandi seisukohalt mitteprofiilne allikteos juhendava korralise professuuri poolt
Faculty/Department: Department of Philosophy (FLFI)
National credits: 4 CP
ECTS: 6
Duration in semesters: 1
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 8 e-learning: 0 practical training: 0 independent work: 152
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Endla Lõhkivi, Ülo
Matjus, Rein Vihalemm
Objective in English: To study some central work(s) in philosophy.
Learning outcome in English: On successful completion of the course, the student knows
well the chosen work(s) in philosophy and is able to provide a critical analysis of it in the
form of an essay.
Brief description in English: In co-operation with the supervisor a central work in philosophy
is chosen and analysed by the student. An essay is required.

FLFI.00.047 Teaching Methods in Philosophy (for PhD students) (2 CP)
Title in Estonian: Filosoofia õpetamise metoodika (doktorantidele)
Faculty/Department: Department of Philosophy (FLFI01)
National credits: 2 CP
ECTS: 3
Duration in semesters: 1
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 20 seminars: 0 colloquia: 0
individual hours: 4 e-learning: 0 practical training: 0 independent work: 56
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Endla Lõhkivi, Ülo
Matjus, Rein Vihalemm
Objective in English: To develop students’ skills in teaching philosophy at the university in
practice.
Brief description in English: Via practical tasks related to teaching philosophy at university
the students learn how to design a study course, how to apply the teaching methods and how
to assess the results in practice.

FLFI.01.070 or FLFI.02.091 or FLFI.03.064 Special Subjects According to the
Individual Curriculum (14 CP)
Title in Estonian: Eriained individuaalkava järgi
Faculty/Department: Department of Philosophy (FLFI)
National credits: 14 CP
ECTS: 21
Duration in semesters: 8
Course assessment: exam
Course type: Regular course
Languages of teaching: English, Estonian
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 20 e-learning: 0 practical training: 0 independent work: 540
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Endla Lõhkivi, Ülo
Matjus, Rein Vihalemm
Objective in English: Purpose: to develop the skills of critical analysis and writing a research
paper.
Brief description in English: The course which can be taken during four years consists in the
critical discussion on source materials connected with the theme of doctoral thesis. As a rule
the course is divided into preliminary examinations assessed by different lecturers. The course is compulsory for doctoral students of philosophy.

**FLFI.00.016 Doctoral Seminar (10 CP)**
Title in Estonian: Doktoriseminar
Faculty/Department: Department of Philosophy (FLFI)
National credits: 10 CP
**ECTS: 15**
Duration in semesters: 2
Course assessment: pass/fail exam
Course type: Regular course
Languages of teaching: English
Work volumes and formats lectures: 0 practice learning: 0 seminars: 0 colloquia: 30
individual hours: 0 e-learning: 0 practical training: 0 independent work: 370
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Paul McLaughlin
Objective in English: To develop student's skills in academic writing, discussion and research.
Learning outcome in English: On successful completion of the course, the student has improved her/his research skills, s/he is able to present the results orally and as article manuscript.
Brief description in English: Planning, writing and discussing philosophical papers.

**FLFI.00.051 Doctoral Thesis (110 CP)**
Title in Estonian: Doktoritöö
Faculty/Department: Department of Philosophy (FLFI)
National credits: 110 CP
**ECTS: 165**
Duration in semesters: 8
Course assessment: defence
Course type: Course with defence at the end
Languages of teaching: English, Estonian
Work volumes and formats: lectures: 0 practice learning: 0 seminars: 0 colloquia: 0
individual hours: 0 e-learning: 0 practical training: 0 independent work: 56
Lecturers: Margit Sutrop (responsible), Daniel Cohnitz, Roomet Jakapi, Piret Kuusk, Endla Lõhkivi, Õlo Matjus, Rein Vihalemm
Objective in English: To provide a solution to a significant philosophical problem in the form of PhD thesis.
Learning outcome in English: Via writing the PhD thesis the student
- learns how to formulate a research problem and choose methods for the solution;
- learns how to choose relevant sources;
- suggests an original solution;
- completes a thesis corresponding to standard;
- obtains the skills of oral presentation of the results and of academic disputation.
Brief description in English: Planning and writing the PhD thesis and defending it on a public defence.
Appendix 16. Academic staff engaged in teaching curricula of Philosophy

<table>
<thead>
<tr>
<th>Name</th>
<th>Family name</th>
<th>Year of birth</th>
<th>Occupation</th>
<th>Year of last election</th>
<th>Work-load</th>
<th>Degree (or equivalent)</th>
<th>Field</th>
<th>Working at the University of Tartu since</th>
<th>Curriculum of Philosophy</th>
<th>Amount of given courses (CP)</th>
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<tr>
<td>Daniel</td>
<td>Cohnitz</td>
<td>1974</td>
<td>Professor</td>
<td>2008</td>
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<td>Philosophy</td>
<td>2006</td>
<td>Bachelor’s studies, Master’s studies, Doctorate studies</td>
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<tr>
<td>Martin</td>
<td>Ehala</td>
<td>1963</td>
<td>Senior Research Fellow</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Linguistics</td>
<td>2008</td>
<td>Doctorate studies</td>
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<tr>
<td>Jüri</td>
<td>Ginter</td>
<td>1954</td>
<td>Lecturer</td>
<td>2006</td>
<td>1.0</td>
<td>PhD</td>
<td>Education</td>
<td>2002</td>
<td>Master’s studies</td>
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<tr>
<td>Tiiu</td>
<td>Hallap</td>
<td>1960</td>
<td>Lecturer</td>
<td>2007</td>
<td>1.0</td>
<td>MA</td>
<td>Philosophy</td>
<td>2000</td>
<td>Bachelor’s studies, Master’s studies</td>
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<tr>
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<td>Hallik</td>
<td>1975</td>
<td>Associate Professor / Director</td>
<td>2005</td>
<td>1.0</td>
<td>PhD</td>
<td>History</td>
<td>1999</td>
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<tr>
<td>Jack</td>
<td>Holbrook</td>
<td>1941</td>
<td>Visiting Professor</td>
<td>2008</td>
<td>0.0</td>
<td>PhD</td>
<td>Education</td>
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<td>Hudry</td>
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<td>Philosophy</td>
<td>2008</td>
<td>Bachelor’s studies</td>
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<tr>
<td>Roomet</td>
<td>Jakapi</td>
<td>1973</td>
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<td>2007</td>
<td>1.0</td>
<td>PhD</td>
<td>Philosophy</td>
<td>2003</td>
<td>Bachelor’s studies, Master’s studies</td>
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<tr>
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<td>Käärik</td>
<td>1950</td>
<td>Research Fellow</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Mathematical Statistics</td>
<td>2004</td>
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<td>Year of birth</td>
<td>Occupation</td>
<td>Year of last election</td>
<td>Work-load</td>
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<td>Field</td>
<td>Working at the University of Tartu since</td>
<td>Curriculum of Philosophy</td>
<td>Amount of given courses (CP)</td>
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<td>Bachelor’s studies</td>
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<td>PhD</td>
<td>Education</td>
<td>2003</td>
<td>Doctorate studies</td>
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<tr>
<td>Tiina Ann</td>
<td>Kirss</td>
<td>1957</td>
<td>Professor / Head of Institute</td>
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<td>1.0</td>
<td>PhD</td>
<td>Comparative Literature</td>
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<td>Krips</td>
<td>1952</td>
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<td>2006</td>
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<td>MA</td>
<td>Education</td>
<td>2001</td>
<td>Master’s studies</td>
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<td>Edgar</td>
<td>Krull</td>
<td>1948</td>
<td>Professor</td>
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<td>1.0</td>
<td>PhD</td>
<td>Education</td>
<td>1972</td>
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<td>1.0</td>
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<td>Doctorate studies</td>
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<td>Bachelor’s studies</td>
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<tr>
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<td>Külmoja</td>
<td>1946</td>
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<td>Kuusk</td>
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<td>Bachelor’s studies</td>
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<tr>
<td>Kristin</td>
<td>Kuutma</td>
<td>1959</td>
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<td>1.0</td>
<td>PhD</td>
<td>Culture and Society, Philosophy</td>
<td>2006</td>
<td>Bachelor’s studies</td>
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<tr>
<td>Endla</td>
<td>Lõhkivi</td>
<td>1962</td>
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<td>2009</td>
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<td>Semiotics</td>
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<td>Bachelor’s studies</td>
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<tr>
<td>Toomas</td>
<td>Lott</td>
<td>1979</td>
<td>Contract (PhD student)</td>
<td></td>
<td></td>
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<td>History of Philosophy</td>
<td>2007</td>
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<td>George A.</td>
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<tr>
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<td>Luts-Sootak</td>
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<td>Professor</td>
<td>2008</td>
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<td>PhD</td>
<td>Law, Philosophy</td>
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<td>2</td>
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<td>Ülo</td>
<td>Matjus</td>
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<td>2008</td>
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<td>History of Philosophy</td>
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<td>Law</td>
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<tr>
<td>Paul</td>
<td>McLaughlin</td>
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<td>2007</td>
<td>1.0</td>
<td>PhD</td>
<td>Practical Philosophy</td>
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<td>Bachelor’s studies, Doctorate studies</td>
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<tr>
<td>Name</td>
<td>Family name</td>
<td>Year of birth</td>
<td>Occupation</td>
<td>Year of last election</td>
<td>Workload</td>
<td>Degree (or equivalent)</td>
<td>Field</td>
<td>Working at the University of Tartu since</td>
<td>Curriculum of Philosophy</td>
<td>Amount of given courses (CP)</td>
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<td>Bruno</td>
<td>Mölder</td>
<td>1975</td>
<td>Research Fellow</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Theoretical Philosophy</td>
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<td>Renate</td>
<td>Pajusalu</td>
<td>1963</td>
<td>Professor</td>
<td>2008</td>
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<td>Linguistics</td>
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<td>2005</td>
<td>1.0</td>
<td>PhD</td>
<td>Political Science</td>
<td>1995</td>
<td>Doctorate studies</td>
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<tr>
<td>Eva</td>
<td>Piirimäe</td>
<td>1974</td>
<td>Research Fellow</td>
<td>2009</td>
<td>1.0</td>
<td>PhD</td>
<td>Political Science, Philosophy</td>
<td>2005</td>
<td>Bachelor’s studies, Doctorate studies</td>
<td>12</td>
</tr>
<tr>
<td>Pärtel</td>
<td>Piirimäe</td>
<td>1972</td>
<td>Associate Professor</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Contemporary History</td>
<td>1997</td>
<td>Bachelor’s studies (2433)</td>
<td>4</td>
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<tr>
<td>Rein</td>
<td>Prank</td>
<td>1949</td>
<td>Associate Professor</td>
<td>2005</td>
<td>1.0</td>
<td>PhD</td>
<td>Mathematics, Computer Science</td>
<td>1973</td>
<td>Doctorate studies</td>
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<tr>
<td>Märk</td>
<td>Põder</td>
<td>1979</td>
<td>Contract (PhD student)</td>
<td></td>
<td></td>
<td>MA</td>
<td>History of Philosophy</td>
<td>2007</td>
<td>Master’s studies</td>
<td>14</td>
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<tr>
<td>Anti</td>
<td>Randviir</td>
<td>1975</td>
<td>Senior Research Fellow</td>
<td>2006</td>
<td>1.0</td>
<td>PhD</td>
<td>Semiotics</td>
<td>1994</td>
<td>Doctorate studies</td>
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<td>Marika</td>
<td>Rauk</td>
<td>1954</td>
<td>Lecturer</td>
<td>2007</td>
<td>1.0</td>
<td>Psychology</td>
<td></td>
<td>2003</td>
<td>Master’s studies</td>
<td>4</td>
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<tr>
<td>Name</td>
<td>Family name</td>
<td>Year of birth</td>
<td>Occupation</td>
<td>Year of last election</td>
<td>Work-load</td>
<td>Degree (or equivalent)</td>
<td>Field</td>
<td>Working at the University of Tartu since</td>
<td>Curriculum of Philosophy</td>
<td>Amount of given courses (CP)</td>
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<td>1968</td>
<td>Contract</td>
<td></td>
<td></td>
<td>MA</td>
<td>Theology</td>
<td>2003</td>
<td>Bachelor’s studies</td>
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<td>Silvi</td>
<td>Salupere</td>
<td>1956</td>
<td>Lecturer / Editor</td>
<td>2004</td>
<td>1.0</td>
<td>MA</td>
<td>Semiotics</td>
<td>1984</td>
<td>Bachelor’s studies</td>
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<td>Kadri</td>
<td>Simm</td>
<td>1976</td>
<td>Senior Research Fellow</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Practical Philosophy</td>
<td>2002</td>
<td>Master’s studies</td>
<td>4</td>
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<td>Andres</td>
<td>Soosaar</td>
<td>1961</td>
<td>Associate Professor</td>
<td>2005</td>
<td>1.0</td>
<td>PhD</td>
<td>Health Care Management</td>
<td>1988</td>
<td>Doctorate studies</td>
<td>2</td>
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<td>Margit</td>
<td>Sutrop</td>
<td>1963</td>
<td>Professor / Head of IPS / Philosophy Department</td>
<td>2005</td>
<td>1.0</td>
<td>PhD</td>
<td>Practical Philosophy</td>
<td>1986</td>
<td>Bachelor’s studies, Master’s studies, Doctorate studies</td>
<td>14</td>
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<td>Rein</td>
<td>Taagepera</td>
<td>1933</td>
<td>Professor Emeritus</td>
<td>2008</td>
<td></td>
<td>PhD</td>
<td>Social Sciences</td>
<td>1992</td>
<td>Doctorate studies</td>
<td>4</td>
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<td>Tõnu</td>
<td>Tamme</td>
<td>1958</td>
<td>Lecturer</td>
<td>2007</td>
<td>1.0</td>
<td>MSc</td>
<td>Theoretical Computer Science, Philosophy</td>
<td>1982</td>
<td>Bachelor’s studies, Master’s studies</td>
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<td>Silvi</td>
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<td>1958</td>
<td>Associate Professor</td>
<td>2004</td>
<td>1.0</td>
<td>PhD</td>
<td>Linguistics</td>
<td>1991</td>
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<td>Andrus</td>
<td>Tool</td>
<td>1960</td>
<td>Lecturer</td>
<td>2006</td>
<td>1.0</td>
<td>MA</td>
<td>History of Philosophy</td>
<td>1984</td>
<td>Bachelor’s studies, Master’s studies, Doctorate studies</td>
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</tr>
<tr>
<td>Maaja</td>
<td>Vadi</td>
<td>1955</td>
<td>Professor / Head of Institute</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Management and Marketing</td>
<td>1990</td>
<td>Doctorate studies</td>
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<td>Year of birth</td>
<td>Occupation</td>
<td>Year of last election</td>
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<td>Degree (or equivalent)</td>
<td>Field</td>
<td>Working at the University of Tartu since</td>
<td>Curriculum of Philosophy</td>
<td>Amount of given courses (CP)</td>
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<td>Eero Vainikko</td>
<td>1963</td>
<td>Professor</td>
<td>2008</td>
<td>1.0</td>
<td>PhD</td>
<td>Computer Science</td>
<td></td>
<td>1992</td>
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<td>Pille Valk</td>
<td>1959</td>
<td>Associate Professor</td>
<td>2003</td>
<td>1.0</td>
<td>PhD</td>
<td>Theology</td>
<td></td>
<td>1990</td>
<td>Bachelor’s studies</td>
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<tr>
<td>Eva Velsker</td>
<td>1969</td>
<td>Assistant</td>
<td>2006</td>
<td>0.5</td>
<td>MA</td>
<td>Estonian and Finno-Ugric Linguistics</td>
<td></td>
<td>2004</td>
<td>Bachelor’s studies</td>
<td>4</td>
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<tr>
<td>Rein Vihalemm</td>
<td>1938</td>
<td>Extraordinary Professor</td>
<td>2008</td>
<td>0.5</td>
<td>PhD</td>
<td>Philosophy of Science</td>
<td></td>
<td>1966</td>
<td>Bachelor’s studies, Master’s studies, Doctorate studies</td>
<td>10</td>
</tr>
<tr>
<td>Krista Vogelberg</td>
<td>1955</td>
<td>Professor / Head Of Institute</td>
<td>2003</td>
<td>1.0</td>
<td>PhD</td>
<td>English Language And Literature</td>
<td></td>
<td>1984</td>
<td>Bachelor’s studies</td>
<td>2</td>
</tr>
<tr>
<td>Marek Volt</td>
<td>1973</td>
<td>Research Fellow</td>
<td>2007</td>
<td>1.0</td>
<td>PhD</td>
<td>Practical Philosophy</td>
<td></td>
<td>2000</td>
<td>Bachelor’s studies, Master’s studies</td>
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</tr>
</tbody>
</table>

**Comment:** Staff members and doctoral students of the Department of Philosophy are shown in *Italic.*
Appendix 17. Lists of compulsory and recommended literature for selected curriculum of philosophy (BA studies 2437)

FLEE.02.129 Estonian Orthography and Creative Composition I (2 CP)

Compulsory lecture materials

Recommended lecture materials

FLEE.02.130 Basics of Academic Writing: Estonian Composition II (2 CP)

Compulsory lecture materials
Kasik, Reet; Erelt, Mati; Erelt, Tiiu 2007 Eesti keele väljendusõpetus kõrgkoolidele. Tallinn: M. Erelt.

Recommended lecture materials


Hennoste, T. 2000. Sissejuhatus suulisesse eesti keelele. – Akadeemia, nr. 5, lk. 1115-1150; nr. 6, lk. 1341-1374; nr. 7, lk. 1551-1582.


FLAJ.07.198 History of European Ideas (2 CP)

Compulsory lecture materials
Aristotle, Politics, bk. III
Marcus Tullius Cicero, Kohustustest (Tartu: Ilmamaa, 2007), pp. 11-42. [Cicero, On Duties]


Charles de Montesquieu, Of the Spirit of the Laws: Bk. III: 6-8; Bk. IV: 2-3; Bk. V: 11-12; Bk. VII: 1.


Michael Rosen & Jonathan Wolff, Political Thought (Oxford readers), pp. 56-70 (Social contract) 91-99 (Plato, Frederick the Great, Rousseau, Kant), 106-107 (Aristotle), 115-119 (Locke and Montesquieu on constitution), 190-194 (Locke and Rousseau on property), 224-230 (distributive justice), 326-328 (Burke)

Recommended lecture materials


Marcus Tullius Cicero, Laelius (De amicitia).

Jean Bodin, Les six livres de la république [in English] (1bk. 8. ch)

Thomas Hobbes, Leviathan, ch. XXI


Jean Bodin, Les six livres de la république [in English] (1.bk. 8. ch)


Richard Tuck, The rights of war and peace. Political thought and the international order from Grotius to Kant (Oxford, 1999), chs. 1-6

FLFI.00.001 Introduction to Philosophy (2 CP)

Compulsory lecture materials


FLAJ.07.199 Key Texts in the History of European Ideas (2 CP)

Compulsory lecture materials


Marcus Tullius Cicero, Laelius (De amicitia).

Jean Bodin, Les six livres de la république [in English] (1.bk. 8. ch)

Thomas Hobbes, Leviathan, ch. XXI


Quentin Skinner, The republican ideal of political liberty, in Rosen, Wolff, 161-171

Recommended lecture materials


USUS.06.128 Region in the Occidental Culture (2 CP)

Compulsory lecture materials


Recommended lecture materials


FLSE.00.216 The Basics of Semiotics (2 CP)

Compulsory lecture materials


Recommended lecture materials


FLFI.01.054 The Sources and Formation of Metaphysics from Ancient Greece to Early Modern Period (2 CP)

Compulsory lecture materials
Aristotle. The Nicomachean Ethics, Book I and Book VI;
Plotinus. Enneads, I6;
Augustinus Aurelius. Confesiones, Book XI;
Anselm of Canterbury. Proslogion, Cap. II, III, IV;

FLFI.02.003 Basics of Ethics (2 CP)

Compulsory lecture materials
Louis P. Pojman "Eetika: Õiget ja väära avastamas".

Recommended lecture materials
J. Rachels „The Elements of Moral Philosophy”

FLFI.02.028 Seminar in Ethics (2 CP)

Recommended lecture materials
L. Pojman „Eetika“
L. Pojman (toim.) „The moral life: an introductory reader in ethics and literature“
L. Pojman (toim.) „Ethical theory: classical and contemporary readings“
P. Singer (toim.) „Applied ethics“. 

FLFI.01.018 Introduction to Philosophical Literature (2 CP)

Compulsory lecture materials

Recommended lecture materials
„Eesti retrospektiivne rahvusbibliograafia“ (= ERRB)
**FLFI.03.036 Introduction to Philosophy of Language (2 CP)**

Compulsory lecture materials  

Recommended lecture materials  

**MTAT.05.018 Logic I (2 CP)**

Recommended lecture materials  

**FLFI.01.020 German Classical Philosophy (2 CP)**

Compulsory lecture materials  
Immanuel Kant:  
Prolegomena zu einer jeden künftigen Metaphysik, die als Wissenschaft wird auftreten können;  
Idee zu einer allgemeinen Geschichte in weltbürgerlicher Absicht;  
Beantwortung der Frage: Was ist Aufklärung?

**FLFI.01.021 Philosophy of the 2nd Half of the 19th Century and of the 20th Century (2 CP)**

Compulsory lecture materials  
W. Windelband. Geschichte und Naturwissenschaft;  
W. Dilthey. Der Aufbau der geschichtlichen Welt in den Geisteswissenschaften;  
C.S. Peirce. How to Make Our Ideas Clear;  
W. James. Pragmatism. A New Name for Some Old Ways of Thinking. Lecture VI;  
Friedrich Nietzsche. Der Antichrist, Cap. 1-18;  
R. Carnap. Überwindung der Metaphysik durch logische Analyse der Sprache;  
Richard Rorty. Pragmatism and Philosophy;  
J. Habermas. Die Philosophie als Platzhalter und Interpret.
FLFI.03.007 Philosophy and Methodology of Science (2 CP)

Compulsory lecture materials

Recommended lecture materials

FLFI.01.011 Aesthetics (2 CP)

Compulsory lecture materials

Recommended lecture materials:
5. Ü. Matjus, Esseelikke lisandusi kunsti ja kunsti ümbruse mõistmiseks // Looming. – 1984. – Nr. 5. – Lk. 650-666.
7. Ü. Matjus, Kõrb kasvab. – Tartu: Ilmamaa, 2003. – (Eesti mõttelugu. – Nr. 54.).

FLFI.02.065 Aesthetics (2 CP)

Compulsory lecture materials
Stolovitš, Leonid 1976. Esteetilise väärtsuse olemus. (selected chapters)
Volt, Marek 2006. Esteetikast. (selected chapters)
Recommended lecture materials

FLFI.02.112 Radical Political Philosophy (4 CP)

Compulsory lecture materials
Selections from the following 15 works are to be read:
Jean-Jacques Rousseau, Discourse on Inequality (1754)
William Godwin, An Enquiry Concerning Political Justice (1793)
Charles Fourier, The Theory of the Four Movements (1808)
Pierre-Joseph Proudhon, What is Property? (1840)
Karl Marx and Friedrich Engels, The Communist Manifesto (1848)
Mikhail Bakunin, God and the State (1871)
Rosa Luxemburg, Social Reform or Revolution (1899)
Antonio Gramsci, Prison Notebooks (1929-36)
Theodor Adorno and Max Horkeimer, Dialectic of Enlightenment (1944)
Herbert Marcuse, One Dimensional Man (1964)
Frantz Fanon, The Wretched of the Earth (1963)
Murray Bookchin, Post-Scarcity Anarchism (1971)
Ernesto Laclau and Chantal Mouffe, Hegemony and Socialist Strategy (1985)

Recommended lecture materials
George Lichtheim, A Short History of Socialism (New York: Praeger, 1970)

FLFI.02.113 The Philosophy of the Young Marx (4 CP)

Compulsory lecture materials
Writings of the Young Marx on Philosophy and Society, ed. Loyd David Easton and Kurt H. Guddat (Indianapolis: Hackett, 1997)

Recommended lecture materials:

SORG.00.073 20th Century Political Philosophy (4 CP)
Compulsory lecture materials
Kaasaegne poliitiline filosoofia (Veljesto: 2002);
Carl Schmitt, Suveräinsuse mõistest (Vikerkaar: 1994);
Leo Strauss, Tagakiusamine ja kirjutamiskunst (Vikerkaar: 2001);
Jean-Paul Sartre, Eksistentsialism on humanism (Varrak: 2007);
Michel Foucault, Tõde ja võim (Vikerkaar: 1993).

Recommended lecture materials
Jonathan Wolff, Sissejuhatus poliitilisse filosoofiasse (Tartu: 2006)

SORG.00.076 Political Liberty (4 CP)

Compulsory lecture materials
13) Charles Taylor, ‘Mis on negatiivsel vabadusel viga?’ Akadeemia, nr 10, 2005 Tlk. Tanel Vallimäe
Recommended lecture materials

FLFI.02.107 Environmental Philosophy (2 CP)

Compulsory lecture materials
Andrew Light and Holmes Rolston, eds. Environmental Ethics: An Anthology (Oxford: Blackwell, 2003), Parts I-V.

Recommended lecture materials

FLFI.02.118 Health and Society (2 CP)

Compulsory lecture materials

FLFI.04.015 Logic II (Metalogic / Non-Classical Logic / Modal Logic) (2 CP)
Recommended Study Materials:
George S. Boolos, John P. Burgess, Richard C. Jeffrey: Computability and Logic, CUP
G. Priest: An Introduction to Non-Classical Logic, CUP

FLSE.00.058 Biosemiotics (2 CP)

Compulsory lecture materials

Recommended lecture materials

**FLSE.00.140 History of Semiotics (4 CP)**

Compulsory lecture materials

Recommended lecture materials

**FLEE.08.001 Introduction to General Linguistics (2 CP)**

Compulsory lecture materials

Recommended lecture materials

**MTAT.05.019 Logic II (4 CP)**

Recommended lecture materials
Appendix 18. Lists of compulsory and recommended literature for selected curriculum of philosophy (MA studies 2559)

**FLFI.01.077 History of Philosophy I: From Ancient Greek Philosophy to Early Modern Philosophy (2 CP)**

Compulsory lecture materials
Thomas Hobbes, Leviathan (1651);
Henry More, The Immortality of the Soul (1659).

**FLFI.01.076 History of Philosophy II: from I. Kant to Phenomenological Philosophy (2 CP)**

Compulsory lecture materials
1. Edmund Husserl, Filosoofia kui range teadus (1910/1911).
2. Edmund Husserl, Loogilised uurimused (1900/1901) I-II.

Recommended lecture materials

**FLFI.03.057 Philosophy of Science I (2 CP)**

Compulsory lecture materials
Jaap van Brakel. Philosophy of Chemistry: Between the Manifest and the Scientific Image. Leuven University Press, 2000, peatükid 2-6 (lk 41-150) ja 8 (lk 191-202);

Recommended lecture materials
HYLE: An International Journal for the Philosophy of Chemistry”:
http://www.hyle.org/;
A.F.Chalmers. Mis asi see on, mida nimetatakse teaduseks? Arutlus teaduse olemusest ja seisundist ning teaduslikest meetoditest (Tartu: Ilmamaa, 1998),
W. H. Newton-Smith (ed.) A Companion to the Philosophy of Science (Blackwell, 2001)

FLFI.03.081 Philosophy of Science II (2 CP)

Compulsory lecture materials

Recommended lecture materials
2. Samir Okasha 2002 Philosophy of Science: a very short introduction, Oxford University Press.

FLFI.04.017 Theoretical Philosophy II: Advanced Topics in Metaphysics and the Philosophy of Mind (2 CP)

Compulsory lecture materials

FLFI.04.018 Logic for Master Students (Metalogic / Non-Classical Logic / Modal Logic) (2 CP)

Recommended lecture materials:
George S. Boolos, John P.Burgess, Richard C. Jeffrey: Computability and Logic, CUP
G. Priest: An Introduction to Non-Classical Logic, CUP
SOPH.00.281 Cognition and Action (4 CP)

Compulsory lecture materials
- study materials in SIS
- E. Tulving Mälu (TÜK, 2002/2007) - 1.ptk

Recommended lecture materials
T. Bachmann, J. Huik Imetabane taju (1989)
P. Tulviste Mõtlemise muutumisest ajaloos (1984)

HTPK.02.112 Educational Psychology (4 CP)

Compulsory lecture materials
E. Krull (2000/01) "Pedagoogilise psühholoogia käsiraamat. Tartu: TÜ kirjastus

Recommended lecture materials

194
HTPK.01.159 Foundation of Education (4 CP)

Compulsory lecture materials
J. Mikk. Õppetöö motiveerimine õppekirjanduse abil
(http://lepo.it.da.ut.ee/~jaanm/mikk2.html).

Recommended lecture materials
cavandamise filosoofilis-ideoloogilistest lähtealustest (koost. E. Grauberg). Tallinn

HTPK.02.100 Pedagogical Communication (4 CP)

Compulsory lecture materials
Kirjastus.
Tartu: OÜ Greif, 472-499
kiusamine õpetajate poolt, õpetajate kiusamine õpilaste poolt ning õpetajate
Elukvaliteedi Keskus, 6-24.
laste ja noorukite abistamine. Ptk. 7-9.
Buehl, Doug 2001. Interaktiivõppe strateegiad klassiruumis. 2. Väljaanne. SA
Omaniolise Kooli Arenduskeskus. Tallinn.
Salumaa, Tarmo & Talvik, Mati 2003. Ajakohastatud õppemeetodid. Merlecons & Co
OÜ. 44-53
sõlimine, teresuhted, seksuaalsuhted, partneri mõjutamine, suhted töö. Tallinn:
Väike Vanker, 57-68.

Recommended lecture materials
toetus. Tallinn.
Appendix 19. Lists of compulsory and recommended literature for selected curriculum of philosophy (PhD studies 80355)

**FLFI.02.106 Education and Society (2 CP)**

Compulsory lecture materials
Course Readings Package (distributed at start of course).

Recommended lecture materials

**FLFI.00.052 Ethics and Methodology of Science (4 CP)**

Compulsory lecture materials

**FLEE.04.184 Analysis of communication data and methods of analysis (4 CP)**

Compulsory lecture materials

**ARTH.02.063 Bioethics (2 CP)**

Recommended lecture materials
Kergandberg, Eerik; Sootak, Jaan 1997. Tekste meditsiinioõigusest 1, Meditsiinieetika Tartu : Juristide Täienduskeskus.

Un Human Rights Declaration. Internetis www.humanrights.ee/est/decl/text.htm
European Science Foundation on Good Scientific Practice in Research and Scholarship http://www.esf.org/sciencepolicy/170/ESPB10.pdf

**OIAO.07.064 History and Theory of International Law (4 CP)**

Compulsory lecture materials

**HTHT.00.009 Learning and Teaching in Higher Education (4 CP)**

Recommended lecture materials

**SOSS.00.097 Logical Quantitative Models (4 CP)**

Compulsory lecture materials
Taagepera, Rein. Beginners’ Logical Models in Social Sciences, manuscript 2008

**MJJV.03.136 Management (4 CP)**

**Compulsory lecture materials**


Moran, John W., Brightman, Baird K. 2001. Leading organizational change. – Career Development International. 6(2),111-118.


**Recommended lecture materials**


SORG.00.081 Political Theory (4 CP)

Compulsory lecture materials
Will be agreed upon with the students participating in the course so as to take into account their specific interests.

Recommended lecture materials

USUS.02.076 Religious Aspects of History of Science (2 CP)

Compulsory lecture materials
Chalmers, A. F. Mis asi on see, mida nimetatakse teaduseks. Ilmamaa 1998 (1992)

Recommended lecture materials
Kasak, E. Kosmoloogilised paradoksid ja antroopsusprintsiip. -Universum, Tln, 1997, lk 325-330

**FLSE.00.247 Semiotics (3 CP)**

Compulsory lecture materials

**MTMS.01.091 Statistical Data Analysis for Empirical Research (3 ECTS)**

Recommended lecture materials
1. A.-M. Parring, M. Vähi, E. Käärik. Statistilise andmetöötluse algõpetus, Tartu, 1997;
2. E.-M. Tiit, M. Möls. Rakendusstatistika algkursus, Tartu, 1997;
Appendix 20. Teaching and course evaluation form

Teaching and Course Evaluation Form

Part A

1. I have attended … lectures/seminars/practical trainings
   □ all □ most □ around 50% □ few
   □ I have not attended any lecture/seminar/practice learning class
2. The course was highly interesting
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
3. The course evaluated was a difficult one
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
4. The teacher presented the subject in a clear and systematic way
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
5. The teacher presented the subject in a creative and engaging way
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
6. The teacher explained the applications of the course and related it to other courses and subjects
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
7. Throughout the course, the teacher’s treatment of participating students remained objective and equal
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
8. The teacher encouraged active student participation in the course (questions, discussions)
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
9. The teaching aids used in the course were helpful for learning the material presented
   □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
   □ I absolutely disagree
10. The teacher provided sufficient explanations regarding the objective of the course and the conditions for passing it
    □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
    □ I absolutely disagree
11. Lectures/seminars/practical trainings started/ended in the times determined
    □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
    □ I absolutely disagree
12. All lectures/seminars/practical trainings in the timetable did take place
    □ I absolutely agree □ I generally agree □ hard to say □ I do not agree
    □ I absolutely disagree
13. The study materials required for the course were readily accessible
   ☐ I absolutely agree ☐ I generally agree ☐ hard to say ☐ I do not agree
   ☐ I absolutely disagree

14. The credits earned for passing the course properly reflect the amount of work
   required to pass (based on the estimated relation 1 CP=40 hours of work on the part of
   the student)
   ☐ I disagree (too many credits earned) ☐ I agree
   ☐ I disagree (too few credits earned) ☐ hard to say

15. All in all, my evaluation of the course is a(n)
   ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ hard to say

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Teaching and Course Evaluation Form
Part B

Answering the following questions is optional. Your answers will only be read by the
course teacher, after the results of the final examination or pass/fail evaluation have
been released.

1. What did you like/dislike about the course?

2. What could/should have been done differently?
Appendix 21. Study Information System

The Study Information System is a tool for the management of study processes, a set of computer software, which supports the study process and helps draw conclusions from results.

SIS consists of 11 modules (Figure 1), two of which are related to the administration of the system itself, two to the users and the organization of their rights of access, and seven directly to study processes and student statuses.

These seven are as follows:

- module of courses (register of courses)
- module of curricula (register of curricula)
- module of timetable
- module of registration for courses and examinations
- module of registration of the results of examinations
- module of administration of student statuses
- module of admission of student candidates

Figure 1. System of modules of the study information system
Users of the study information system can be broadly divided into four groups.

- The students of all forms and systems of study at the University of Tartu, who can view information related to subjects, curricula and timetables, also register for subjects and examinations and monitor their results of studies at the University of Tartu. The students are also obliged to evaluate courses that they completed and submit applications for receiving education allowance.

- The academic staff of the University of Tartu who can arrange issues related to their courses, monitor the students registered for their subjects and manage the study materials stored in the database.

- Employees of the faculties and colleges and the Office of Academic Affairs of the University of Tartu, who are authorized to enter and change the information contained in the databases of the information system.

- Student candidates and other interested persons, the so-called public users, are able to familiarize themselves with the descriptions of the courses and the curricula offered by the University of Tartu, also to view timetables and to obtain information about the admission to the university and conditions of competition.
Appendix 22. Topics of graduation theses at the Department of Philosophy (BA studies)

2006

**Martin Aher** „Pragmatism in Language“, supervisor Arne Merilai, reviewers Daniel Cohnitz, Jaan Kangilaski.


**Niina Keks** „Chiasm kui Olemise „põhimine tõde” Merleau-Ponty ontoloogias kunstiteose kaudu“ (Chiasm as the „Ultimate Truth“ of Being in the Ontology of Merleau-Ponty as Seen through the Work of Art), supervisor Eduard Parhomenko, reviewer Tõnu Luik.

**Karin Kustassoo** „Meeleheide Søren Aabye Kierkegaard käsituses“ (Søren Aabye Kierkegaard’s Conception of Despair), supervisor Eduard Parhomenko, reviewer Ülo Matjus


**Miina Saarna** „Sõnavabadus ja ajakirjaniku vastutus ajakirjanduseetikas“ (Freedom of Speech and the Responsibility of a Journalist in the Context of Media Ethics), supervisor Margit Sutrop, reviewer Marek Järvik.

**Tuuli Soodla** „Theodor W. Adorno valgustuse kontseptsioon ja valgustuse kriitika Immanuel Kanti näitel“ (Theodor W. Adorno’s Concept and Critique of Enlightenment on the Example of Immanuel Kant’s Work), supervisor Eduard Parhomenko, reviewer Andrus Tool.

2007

**Jaana Eigi cum laude** „Philip Kitcheri argument uurimisvabadusest“ (Philip Kitcher’s Argument about Free Inquiry), supervisor Endla Lõhkivi, reviewer Rein Vihalemm

**Kaur Garšne** cum laude „Nietzsche nihilismi ületamine läbi budistliku tühjuse” (Transcending Nietzsche’s Nihilism through Buddhist Emptiness), supervisor Tiitu Hallap, reviewers Eduard Parhomenko, Märt Läänemets

**Helen Haav cum laude** „Üleva-tunne enesetunnetusena: Barnett Newmani abstrakte ekspressionism Immanuel Kanti ja Jean-François Lyotard’i üleva-käsituse kontekstis“ (The Feeling of the Sublime as Self-Realization), supervisor Eduard Parhomenko, reviewer Jaak Kangilaski
Mariliis Lehtveer cum laude „Põhjustlikud seadused ja Russell’s eliminativism” (Causal Laws and Russell’s Eliminativism), supervisor Piret Kuusk, reviewer Bruno Mölder

Jevgeni Ossinovski cum laude „Mittemoraalsus ja selle ulatus Stirneri ja Nietzsche maailma käsitlemise seisukohas” (Non-morality and Its Scope in Stirner’s and Nietzsche’s Treatment of Morality), supervisor Eduard Parhomenko, reviewer Tõnu Luik

Johanna Ross cum laude „Keelelise relativismi väljavaated Davidsoni ja Rescheri vastanduse valguses” (The Perspectives of Linguistic Relativism: Davidson vs Rescher), supervisor Tiia Hallap, reviewer Jaan Kangilaski

Uku Tooming cum laude „Seletus ja ennustus rahvapsühholoogias” (Explanation and Prediction in Folk Psychology), supervisor Bruno Mölder, reviewer Endla Lõhkivi

Katrin Parbus „Martin Heideggeri mõtlev kahekõne Stefan George luuletusega eesti keelde” (Martin Heidegger in Thinking Dialogue with the Poem of Stefan George in Estonian Language), supervisor Tõnu Luik, reviewer Eduard Parhomenko

Piret Samuel „Boorse’i biostatistilise teooria (BST) kriitiline analüüs” (Critical Analysis of Boorse’s Biostatistical Theory), supervisor Endla Lõhkivi ja Valdar Parve, reviewer Edit Talpsepp

Henrik Sova „David Owens’ põhjustlikkuse probleemid” (The Problems of David Owens’ Causation Theory), supervisor Piret Kuusk, reviewer Urmas Ivask

Merily Tosin „Raha kui sotsiaalne nähtus: kas pelk vahetusvahend (Sokrates) või mitte?” (Money as Social Phenomenon — Simply Instrumental Value?), supervisor Kadri Simm, reviewer Roope Rotko

2008

Eve Kitsik cum laude „Hegemony and Counterhegemony in John Dewey’s Educational Theory” supervisor Paul McLaughlin, reviewer Gert-Rüdiger Wegmarshaus

Liis Raamat cum laude „Parmenides olemise ja mõtlemise vahekorras Martin Heideggeri ”Moira” põhal” (Parmenides on Relation of Being and Thinking According to Heidegger’s Moira), supervisor Ülo Matjus, reviewer Eduard Parhomenko

Janika Aav „Koolidistsipliini prosessuaalne käsitlus ja selle konstruktiivise keragi haridusfilosoofia ja –psühholoogia perspektiividest lähtudes” (A Composition of School Discipline as Process on the Perspective of Philosophy of Education and Educational Psychology) supervisor Märt Põder, reviewer Aire Vaher

Karl Gildemann „Kommunitarism – tee stagnatsiooni või progressi?” (Communitarianism – Path to Progress or to Stagnation?), supervisor Kadri Simm, reviewer Eva Piirimäe
Juhan Hellerma „Inimloomuse käsitlus Martin Heideggeri „Sissejuhatuses metafüüsikasse”“ (Treatment of Human Essence in Martin Heidegger’s *Introduction to Metaphysics*), supervisor Ülo Matjus, reviewer Eduard Parhomenko

Ingmar Jaska „Teadmise argument ja D. Papineau fenomeniliste mõistete teoria” (The Knowledge Argument and D. Papineau’s Theory of Phenomenal Concepts), supervisor Tiitu Hallap, reviewer Bruno Mölder

Laura Kalda „Positiivse vabaduse elemendid kaasaegses liberalismis John Rawlsi „Õigluse teoria” näitel” (The Elements of Positive Liberty in Contemporary Liberalism, Taking as an Example *A Theory of Justice* by John Rawls) supervisor Eva Piirimäe, reviewer Kadri Simm

Kalle Keskrand „Vastuolud John Locke’i omandikonteptsioonis” (Contradictions in John Locke's Concept of Property) supervisor Roomet Jakapi, reviewer Roope Rotko

Eneli Kindsiko „Kuidas toimub õigustatud omandamise loomuseisundis: omand ja sellega seonduvaid küsimusi John Locke’i käsitluses” (How Does Justified Acquisition Take Place in the State of Nature: John Locke on Property and Related Issues), supervisor Roomet Jakapi, reviewer Kadri Simm

Kaidi Koort „Kas Thomas Hobbes on psühholoogiline egoist?” (Is Thomas Hobbes a Psychological Egoist?) supervisor Eva Piirimäe, reviewer Roomet Jakapi

Riin Kõiv „Eksperimendist kui filosoofeerimise meetodist Nietzschel” (On Experiment as a Method of Doing Philosophy According to Nietzsche), supervisor Eduard Parhomenko, reviewer Janar Mihkelsaar

Taavi Laanpere „Daniel Dennetti käsitlus intentionsaalsusedest” (Daniel Dennett’s Account of Intentionality), supervisor Bruno Mölder, reviewer Jaan Kivistik

Kadri Lukk „Enese omamisõiguse tees ja prostitutsioon” (The Thesis of Self-Ownership and Prostitution), supervisor Marek Volt, reviewer Kadri Simm

Peeter-Marko Mikk „Richard Rorty filosoofia kui epistemoloogia kujunemisest (poleemika Michael Williamsiga)” (Richard Rorty on the Emergence of Philosophy as Epistemology (Polemics with Michael Williams)), supervisor Andrus Tool, reviewer Roomet Jakapi

Mari-Liisa Parder „John Locke’i loomuseisundi ja John Rawlsi algpositsiooni võrdlev käsitlus teoste Two Treatises of Government ja A Theory of Justice põhjal” (John Locke’s Notion of the State of Nature and John Rawls’s Conception of the Original Position: A Comparative Analysis Based on *Two Treatises of Government* and *A Theory of Justice*), supervisor Roomet Jakapi, reviewer Külli Keerus

Sandra Preiman „Elu, teadmise ja illusiooni suhtest Friedrich Nietzsche teostes „Ajaloo kasust ja kahjulikkusest elule” ning „Moraali genealoogiat”“ (The Relation of Life, Knowledge and Illusion in Nietzsche’s *The Use and Abuse of History* and *On the Genealogy of Morals*), supervisor Eduard Parhomenko, reviewer Märt Põder
Triin Raadik „Thomas Hobbes ja John Locke loomuseisundist ja sõjaseisundist” (Thomas Hobbes and John Locke on the State of Nature and the State of War), supervisor Roomet Jakapi, reviewer Anne-Mai Helemäe

Andrea Redpap „Michael Dummetti tähendusteooria projekt ja tema kriitika töötetimimuslikule tähenduse teooriale” (Michael Dummett’s Project of the Theory of Meaning and His Critique of the Truth-Conditional Meaning-Theory), supervisor Jaan Kangilaski, reviewer Bruno Mölder

Jana Tamm „John Rawls – kas liberaal või respublikaan?” (John Rawls – a Republican or a Liberal?), supervisor Eva Piirimäe, reviewer Kadri Simm

Taivo Teder „Sõjanduslik professionalism” (Military Professionalism), supervisor Valdar Parve, reviewer Marek Volt

Laura Viidebaum „Friedrich Nietzsche keelekäsitusest tema varase loomingu põhjal” (On the Understanding of Language in Nietzsche’s Early Period of Thinking), supervisor Eduard Parhomenko, reviewer Märt Pöder

Airi Vitsut „J. S. Milli vabaduse kontseptsioon ja religiooni roll ühiskonnas” (J. S. Mill’s Conception of Liberty and the Role of Religion in Society), supervisor Roomet Jakapi, reviewer Aive Pevkur

Mats Volberg „The Democratic Conception of Education and the Problem of Civic Education” supervisor Paul McLaughlin, reviewer Gert-Rüdiger Wegmarshaus

2009

Jekaterina Denissova cum laude “A Challenge For David Chalmers’ Ambitious Neo-Descriptivism” supervisors Daniel Cohnitz ja Bruno Mölder, reviewer Jaan Kangilaski

Jelena Issajeva “Was Rudolf Carnap a Logical Behaviorist?” supervisor Daniel Cohnitz, reviewer Bruno Mölder

Jakob Kangur “Biospherical Egalitarianism in Deep Ecology” supervisor Paul McLaughlin, reviewer Mats Volberg

Kai Kuropatkin “Liigse skoorimise” moraalne staatus spordis” (The Moral Status of „Running up the Score” in Sport), supervisor Marek Volt, reviewer Valdar Parve

Kai Laidla “Pornograafia tsenseerimine ja keelustamine radikaalfeministide ja liberaalfeministide käsitluses” (The Censorship and Prohibition of Pornography in Radical Feminist and Liberal Feminist Theories), supervisor Marek Volt, reviewer Kadri Simm

Kristi Lõhmus “Etnotsentrism ja antropotsentrism John Locke’i omandikontseptsioonis” (Ethnocentrism and Anthropocentrism in John Locke’s Theory of Property), supervisor Roomet Jakapi, reviewer Tarmo Tirol
Marianne Medar “Colin McGinn’s Argument for Transcendental Naturalism”
supervisors Daniel Cohnitz ja Bruno Mölder, reviewer Endla Lõhkivi

Karel Pajus „Inimsuse mõiste Immanuel Kanti eetikas angloameerikatööstus“
(The Idea of Humanity in Immanuel Kant’s Ethics in the Interpretations of Anglo-
American Authors), supervisor Eduard Parhomenko, reviewer Eva Piirimäe

Prit Põhjala “Murray Bookchin as Social Critic: An Assessment” supervisor Paul
McLaughlin, reviewer Eve Kitsik

Erik Seim “Süü või ohtlikkus - eetiline dilemma?” (Desert or Consequentialism - An
Ethical Dilemma?) Supervisor Pärtel Piirimäe, reviewer Marko Kairjak

Tiiu Sugasepp „Sõnavabadus ja selle piirid. Eesti monumentide teisaldamise näide” (Free
Speech and Its Limits. Example of Relocating Monuments in Estonia), supervisor
Aive Pevkur, reviewer Kristi Lõuk

Rait Tuulas „Kohustuste enda vastu ja kohustuste teiste vastu vahekord Immanuel Kanti
moralifilosofias“ (The Relationship between Duties to Oneself and Duties to Others
in Immanuel Kant’s Moral Philosophy), supervisor Eduard Parhomenko, reviewer
Helen Haav

Rando Usin „Immanuel Kanti käsitlus valetamisest” (Immanuel Kant on Lies),
supervisor Eduard Parhomenko, reviewer Helen Haav
Appendix 23. Topics of graduation theses at the Department of Philosophy (BA studies, old 4+2 curriculum)

1994

Jaan Kangilaski „Frege tähendusteooria” (Frege’s Theory of Meaning), supervisor Eero Loone, reviewer Valdar Parve

1995

Tanel Mätlik „Rahvusluse teooriad” (Theories of Nationalism), supervisor Eero Loone, reviewers Rein Ruutsoo and Jüri Tammaru

1997

Bruno Mölder “Conscious and nonconscious content in subpersonal psychology”, supervisors Jüri Allik and Valdar Parve, reviewers Andres Soosaar and Arne Rannikmäe

Anti Naulainen „Sokrates isik Hegeli, Kirkegaardi ja Nietzsche filosoofias” (The person of Socrates in the philosophies of Hegel, Kirkegaard and Nietzsche), reviewer Andrus Tool

Marek Volt „Tõde ja teadmine kunsti iseloomustava tunnusena” (Truth and knowledge as characteristics of art), supervisor Eero Loone, reviewer Arne Rannikmäe

1998

Rainer Kivi „René Descartes’ epistemoloogiline pööre: kahtlus ja meetod” (The epistemological turn of R. Descartes: doubt and method), supervisor Rein Vihalemm, reviewer Endla Lõhkivi

Tiina Metslang „Eudaimonia kontsept ja hea elu kontseptsioon” (The concept of eudaimonia and the notion of good life), supervisor Valdar Parve, reviewer Roomet Jakapi

1999

Marek Järvik „Õigusfilosoofilisi lähenemisi positivistliku õigusfilosoofia õigustamiseks” (Approaches to justifying legal positivism), supervisor Eero Loone, reviewer Valdar Parve
Leo Luks, „Nihilismi mõiste kujunemine ja tähtsus Fr. Nietzsche filosoofias” (The development and role of the concept of nihilism in the philosophy of Nietzsche), supervisor Ülo Matjus, reviewer Tõnu Luik

Marko Mölder, „Suveräänsus ja intervensionalism tänapäeva globaalses maailmas” (Sovereignty and interventionism in the contemporary globalized world), supervisor Eero Loone, reviewer Aive Pevkur

2000

Külli Keerus, „Elu väärtuse kõlbelise teesi väärtusest” (On the value of the moral thesis of “the value of life”), supervisor Valdar Parve, reviewer Eero Loone

Kristjan Laasik, „Märgi filosoofilisest tähtsusest Martin Heideggeri „Olemises ja ajas”” (On the philosophical importance of sign in Martin Heidegger’s Being and Time), supervisor Ülo Matjus, reviewer Eduard Parhomenko

2001

Urmas Ivask, „Objektiruumi mõiste füüsikalise reaalsuse käsitlemisel” (The concept of object space in accounts of physical reality), supervisor Rein Vihalemm, reviewer Jüri Tammaru

Merlin Jõulu, „Subdominants versus enesedeterminatsioon. Moodsa meditsiinieetika mudelite ülevaade” (Subdominance versus self-determination. An overview of the models of contemporary medical ethics), supervisor Valdar Parve, reviewer Tiitu Hallap

Jevgeni Kuznetsov, „Понятие счастья и качества жизни: от евдемонии Аристотеля и утилитаризма Бентама до субъективистской концепции наших дней” (The concepts of happiness and quality of life – from Aristotel’s eudaimonia and Bentham’s utilitarianism to the contemporary subjectivism), supervisor Valdar Parve, reviewer Aive Pevkur

Toomas Lott, „Olemise varjatus ja luule” (The hiddenness and poetry of being: an insight into the emergence of Heidegger’s being-historical thinking), supervisor Tõnu Luik, reviewer Eduard Parhomenko

Katri Mägi, „Moodne riik: faktid ja õigustused” (Modern state: facts and justifications), supervisor Valdar Parve, reviewer Marko Mölder

Imre Mürk, „Karl Jaspersi tehnikakäsitus asend Martin Heideggeri tehnikakäsituse suhtes: võrdlev vaatlus” (The accounts of techne in the philosophies of Karl Jaspers and Martin Heidegger: a comparative study), supervisor Ülo Matjus, reviewer Tõnu Luik

Silver Saarva, „Ühismõõdutus Thomas S. Kuhni teadusfilosoofias” (Incommensurability in Thomas Kuhn’s philosophy of science), supervisor Rein Vihalemm, reviewer Endla Lõhkivi
Kuldar Traks „Søren Kirkegaard iroonia- ja eksistentsikäsitlusest” (On Søren Kirkegaard’s account of irony and existentialism), supervisor Eduard Parhomenko, reviewer Tõnu Luik

Katrin Velbaum „Standardse empirismi kriitika Isaac Newtoni näitel: religioosse maailmavaate mõju tema teaduslikele ideedele” (A critique of standard empiricism on the example of Isaac Newton: the impact of his religious world-view to his scientific ideas), supervisor Rein Vihalemm, reviewer Endla Lõhkivi

2002

Helen Eenmaa “The concept of self-defence in international law”, supervisor Margit Sutrop, reviewers Hubert Schleichert and Lauri Mälksoo

Inga Härson „Kellel on õigus teada geeniuuringute tulemusi?” (Who has the right to know the results of genetic testing?), supervisor Margit Sutrop, reviewer Kadri Simm

Koit Kelder „Äri- ja majanduseetika filosoofiline käsitlus ja praktiline rakendus Eestis” (Philosophical aspects and practical application of business ethics in Estonia), supervisor Margit Sutrop, reviewer Valdar Parve

Tatjana Lissitsina „Vabariiklus filosoofilise mõistena” (Republicanism as a philosophical notion), supervisor Valdar Parve, reviewer Marek Järvik

Kristi Lõuk „Inimväärikuse probleem bioeetikas Kanti eetikast tulenevalt” (The problem of human dignity in bioethics on the basis of Kant’s ethics), supervisor Margit Sutrop, reviewer Valdar Parve

Lehor Meius „Ajakäsitlused” (Conceptions of time), supervisor Rein Vihalemm, reviewer Jüri Tammaru

Indrek Männiste „Gilbert Harmani moraalirelativismi analüüs” (The analysis of Gilbert Harman’s moral relativism), supervisor Tiitu Hallap, reviewer Valdar Parve

Kristjan Rubin „Kunsti lõpu küsimusest” (On the problem of the end of art), supervisor Ülo Matjus, reviewer Andrus Tool

Armo Sepandi „Herakleitose λόγος Martin Heideggeri käsituses” (Heidegger’s account of the logos in the philosophy of Heraclitus), supervisor Tõnu Luik, reviewer Eduard Parhomenko

Riin Sirkel „Aquino Thomase traktaadi Olevast ja olemusest teaduslikult kommenteeritud tõlg eesti keele” (Aquino’s treatise On Being and Essence (commented translation into Estonian)), supervisors Marju Lepajõe and Andrus Tool, reviewer Taavi Laanepere

Kuldev Suits „Vastutuse jagamine” (Sharing responsibility), supervisor Valdar Parve, reviewer Külli Keerus
Tarmo Tirol „Inimese olemuse fenomenoloogiline käsitlus Jean-Paul Sartre’il” (The essence of man: Jean-Paul Sartre’s phenomenological account), supervisor Eduard Parhomenko, reviewer Ülo Matjus

2003

Margus Ennok „Mõtete sisendamisest: kaks analüüsi tasandit” (On thought insertion: two levels of analysis), supervisor Valdar Parve, reviewer Kristjan Laasik

Kaimar Karu „Keeleline relativism ja keele-mõtlemise seos” (Linguistic relativism and the relationship between language and thought), supervisor Margit Sutrop, reviewer Valdar Parve

Triinu Linnus „Suveräänsuse mõiste konstitutiivsed ja regulatiivsed elemendid” (Modern ages sovereignty institution in post-modern world), supervisor Margit Sutrop, reviewer Marek Järvik

Kerstin Oudekki Loone „Suveräänsus ja immigratsioonivabaduse õigustatavus” (Sovereignty and justifiability of free immigration), supervisor Eero Loone, reviewer Marek Järvik

Ave Mets „Kaoseleotooria filosoofilisi aspekte: Peter Smithi uurimuse käsitlus” (Philosophical aspects of chaos theory: Peter Smith’s account), supervisor Rein Vihalem, reviewer Peeter Müürsepp

Peeter Piiri „Globaliseerumine olemisajaloolise mõtlemise valguses” (Globalization in the light of being-historical thinking), supervisor Ülo Matjus, reviewer Tõnu Luik

Märt Põder „ΠΡΟΣΘΕ ΠΛΑΤΩΝ ΟΠΙΘΕΝ ΤΕ ΠΛΑΤΩΝ ΜΕΣΣΗ ΤΕ ΧΙΜΑΙΡΑ – Vaatlusi Martin Heidesser Platoni-tõlgitsustele” (“ΠΡΟΣΘΕ ΠΛΑΤΩΝ ΟΠΙΘΕΝ ΤΕ ΠΛΑΤΩΝ ΜΕΣΣΗ ΤΕ ΧΙΜΑΙΡΑ” Remarks on Martin Heidegger’s interpretations of Plato), supervisor Tõnu Luik, reviewer Eduard Parhomenko

Juhan Saharov „Võrdususe mõiste kasutusala” (The field of application of the concept of equality), supervisor Valdar Parve, reviewer Kadri Simm

Julia Šestakova „Стремление в никуда: свобода в философии Ж.-П. Сартра и Н. А. Бердяева” (Quest for nothingness: freedom in Sartre’s and Berdyayev’s philosophies), supervisor Tõnu Luik, reviewers Andrus Tool and Lea Pild

2004

Vivian Bohl „Keha-minu-jaoks Jean-Paul Sartre’i fenomenoloogilis-eksistentsiialse ontoloogia taustal” (Corps-pour-moi in the light of Jean-Paul Sartre’s phenomenological-existential ontology), supervisor Andrus Tool, reviewer Margus Vihalem

Nelli Jung „Tõenäosusteooria subjektiivne interpretatsioon” (The subjective interpretation of the probability theory), supervisor Tiitu Hallap, reviewer Peeter Müürsepp
Mirjam Mäekivi „Sotsiaalse õigluse printsiipide globaalse rakendamise vajalikkus ja võimalikkus” (Perspectives and motives for the global application of the principles of social justice), supervisor Margit Sutrop, reviewer Kadri Simm

Kristiina Reidolv „Interpretatsiooni mõiste Arthur C. Danto kunstifilosoofias” (Concept of interpretation in Arthur C. Danto’s philosophy of art), supervisor Margit Sutrop and Marek Volt, reviewer Valdar Parve

Peeter Selg „Õiglus kui tühi tähistaja ning õiglus kui ideoloogia John Rawlsi poliitilises õigluskontseptsioonis” (Justice as an Empty Signifier and Justice as an Ideology in John Rawls’s Political Conception of Justice), supervisor Tiitu Hallap, reviewer Marek Järvik

Siret Sikk „Paul Horwichi minimalistlik tõeteooria” (Paul Horwich’s minimalist theory of truth), supervisor Tiitu Hallap, reviewer Endla Lõhkivi

Edit Talpsepp „Kuidas saavad tähenduse loomulike liikide mõisted? Finitismi ja eksternalistliku tähendusteooria võrdlev analüüs” (How do the natural kind terms get their meaning? A comparative analysis of finitist and externalist theories of meaning), supervisor Endla Lõhkivi, reviewer Rein Vihalemm

Aire Vaher „Holistliku maaetika põhiseisukohad ning probleemide analüüs” (Holistic land ethics: the main theses and problems), supervisor Külli Keerus, reviewer Aive Pevkur

2005

Anne-Mai Helemäe „Dünaamilise inimloomuse võimalikkusest Johann Gottfried Herderi käsitluse näitel” (On the possibility of dynamic human nature on the example of Johann Gottfried Herder’s work), supervisor Margit Sutrop, reviewer Roomet Jakapi

Kärg Kama „Õiguste andmine loodusele: huvidepõhise lähenemise võimalused ja probleemid” (Ascribing rights to nature: the opportunities and problems of the interest-based approach), supervisor Külli Keerus, reviewer Valdar Parve

Katrin Laas „Bernard Williamsi internalismi käsitlus: ratsionaalse kaalutlemisprotsessi määratlus ja ulatus” (The scope of the rational deliberation in Bernard Williams’ internalism), supervisor Margit Sutrop, reviewer Marek Järvik

Anu Martin „Larry Laudani käsitlus teooriate hindamisest” (Larry Laudan’s approach to theory appraisal), supervisor Tiitu Hallap, reviewer Endla Lõhkivi

Sven-Olav Paavel „Herakleitose fragment 22DK B1. „Ontoloogilise” küsimuse piiritlemise katse proimioni-fragmendid” (Heraclitus’ fragment 22DKB1. An attempt at the demarcation of the “Ontological” question in the proimion-fragment), supervisor Tõnu Luik, reviewer Toomas Lott
Merilin Sikk „Feminism ja feministlik eetika: feministlikud vaated sõjale ja rahule” (Feminism and feminist ethics: perspectives on war and peace), supervisor Kadri Simm, reviewer Tiina Kirss

2006

Lauri Eesmaa „Mimesise mõiste tähendus ja roll Hans-Georg Gadameri kunstikäsitluses” (The Meaning and Role of the Concept of Mimesis in Gadamer’s Account of Art), supervisor Andrus Tool, reviewer Ülo Matjus

Kadri Hein „Reparatsioon – alternatiiv karistusele?” (Legal Reparations – Alternative to Punishment?), supervisor Marek Järvik, reviewer Valdar Parve

Epp Leikop „Tragöödia paradoksi olemusest kujutavas kunstis” (On the Essence of the Paradox of Tragedy in Art), supervisor Marek Volt, reviewer Valdar Parve

Kadri Lutt „Altruistliku käitumise kohustlikkusest ja moraalsete pühakute võimalikkusest” (On the Obligation of Altruistic Behaviour and Possibility of Moral Saints), supervisor Margit Sutrop, reviewer Eva Piirimäe

Janar Mihkelsaar „Antimodernistlik modernism: Friedrich Nietzsche ja Carl Schmitt politiilise mõtlemise võrdlus” (Antimodernist Modernism: A Comparison of Political Thought of Friedrich Nietzsche and Carl Schmitt), supervisor Eduard Parhomenko, reviewer Tõnu Luik

Tiina Nuum „Jürgen Habermasi modernsuse kaitse” (Jürgen Habermas’s Defense of Modernity), supervisor Marek Järvik, reviewer Külliki Korts

Priit Pärnapuu „Bertrand Russelli ja Willard Van Orman Quine’i singulaarsete eksistentsilausete käsitlus” (Bertrand Russell’s and Willard Van Orman Quine’s Account of Singular Existential Statements), supervisor Jaan Kivistik, reviewer Anto Unt

Siiri Suutre „Interpretatsiooni objektiivsus: vajalik norm või tarbetu piirang?” (The Objectivity of Interpretation: Necessary Norm or Unnecessary Constraint?), supervisor Marek Volt, reviewer Andrus Tool

Ester Veskimets „Kanti käsitlus ülevast ja selle tundmuslik aspekt” (Kant’s Treatment of Sublime and its Emotional Aspect), supervisor Eduard Parhomenko, reviewer Andrus Tool

2007

Tarmo Bender „20. sajandi võrdsuskonseptsioone (Kas ja kuidas inimloomus leiab kasutust võrdsusdiskussioonide argumendina)” (Conceptions of Equality of the 20th Century (The Possible Role of the Concept of Human Nature in Discussions Concerning Equality)), supervisor Valdar Parve, reviewer Külli Keerus
Kadri Gutmann „Moraalsest motivatsioonist ärieetikas” (Moral Motivation in Business Ethics), supervisor Margit Sutrop, reviewer Mari Kooskora (Estonian Business School)

Katri Käsper „Ralph Wedgwood normatiivsusest: semantilised, metafüüsilised ja epistemoloogilised aspektid” (Ralph Wedgwood on Normativity: Semantical, Metaphysical and Epistemological Aspects), supervisor Bruno Mölder, reviewer Jaan Kangilaski

Kaido Keerma „Heideggeri Hegeli-käsitlusest” (Of Heidegger’s Interpretation of Hegel), supervisor Tõnu Luik, reviewer Toomas Lott

Anna-Liisa Kull „Naisuurimus ja ajas muutuvad naisrollid” (Women’s Studies and Time Changes in Women Roles), supervisor Kadri Simm, reviewer Leena Käosaar-Kurvet

Erko Kurvet „Tänapäeva kommunitaarlaste ja liberaalide vaated inimühismade ja indiviidide õigusele säilitada oma identsust” (Contemporary Communitarian and Liberal Views on the Rights of Communities and Individuals to Preserve Their Identity), supervisor Valdar Parve, reviewer Marek Volt

Silja Lilles-Sula „Õpetaja professioon ja eetikakoodeksi roll selles” (Teacher’s Profession and the Role of Code of Ethics), supervisor Külli Keerus, reviewer Valdar Parve

Enor Niinemägi „Teadmise ja teaduse probleem Friedrich Nietzsche filosoofias kui modernse teadvuse kriitika” (The Problem of Knowledge and Science in Nietzsche’s Philosophy as a Critique of Modern Consciousness), supervisor Eduard Parhomenko, reviewer Märt Pöder

Merle Oks „Müüdilise mõtlemise erijoontest Ernst Cassireri järgi” (The Special Features of the Mythical Man's Way of Thinking Based on the Work of Ernst Cassirer), supervisor Ülo Matjus, reviewer Andrus Tool

Terje Olumets „’Füüsika’ ja ’looduslugu’ S.Toulmini järgi: kontseptsiooni põhijooned ning selle arendusi ja analoogide” (“Physics” and “Natural History” According to S. Toulmin: the Essential Features of the Concept and the Developments and Analogues of it), supervisor Rein Vihalem, reviewer Endla Lõhkivi

Laura Paide Hoole-eetika keskse mõiste ’hool’ filosoofiline analüüs” (Critical Analysis of Central Concepts, Ambitions and Significance of the Ethics of Care), supervisor Margit Sutrop, reviewer Kadri Simm

Epp Reedik „Väärtused ja kõlbeline käitumine” (Values and Moral Behaviour), supervisor Valdar Parve, reviewer Kristi Lõuk

Kert Semm „Vajaduse ontoloogiline ja praktiline käsitlus” (An Ontological and Practical Approach of Human Need), supervisor Valdar Parve, reviewer Marek Volt
Appendix 24. Topics of graduation theses at the Department of Philosophy (MA studies, 3+2 curriculum)

2008

**Karin Kustassoo** *cum laude* „Søren Kierkegaard Martin Heideggeri varajases loengukursuses Augustinus ja neoplatonism” (*Søren Kierkegaard in Martin Heidegger's Lectures on Augustinus and Neoplatonism*), supervisor Eduard Parhomenko, reviewer Jaanus Sooväli

**Janar Mihkelsaar** *cum laude* „Agambeni teos *Homo sacer* ja selle kriitika Heideggeri mõtlemise horisondilt” (*Agamben’s *Homo Sacer* and its Evaluation in the Light of Heidegger’s Thinking*), supervisor Eduard Parhomenko, reviewer Toomas Lott

**Indrek Reiland** *cum laude* „The Relevance of Moral Absolutism and the Consequences of an Error Theory”, supervisors Daniel Cohnitz ja Margit Sutrop, reviewer Bruno Mölder


**Jaanus Sooväli** *cum laude* „Otsuse hullumeelne silmapilk: Kierkegaard - Derrida” (The Mad Instant of Decision: Kierkegaard – Derrida), supervisor Eduard Parhomenko, reviewer Märt Põder

**Anne-Mai Helemäe** „Rahvuskarakteri temaatika Johann Gottfried Herderi filosoofilises antropoloogias” (*The Notion of National Character in the Philosophical Anthropology of Johann Gottfried Herder*), supervisor Andrus Tool, reviewer Eduard Parhomenko

2009

**Jaana Eigi** *cum laude* “Ühiskonna ettekujutused “heast teadusest” (Rind-Tromovitch-Bauermannit artikli juhtumi analüüsi näitel)” (*Public Understanding of Science: a Case- Study of Rind et al. Controversy*), supervisor Endla Lõhkivi, reviewer Tiiu Hallap

**Priit Pärnapuu** „Järeldamine ja tähendus” (Inferring and Meaning), supervisor Jaan Kivistik, reviewer Jaan Kangilaski
Henrik Sova “Probleemid põhjustliku suuna määramisega transtsendentsete relatum’ite vahel” (The Problems of Defining Causal Direction Between Transcendent Relata), supervisor Piret Kuusk, reviewer Bruno Mölder

Kristel Toom „Dworkin and Cohen on Distributive Justice” supervisor Paul McLaughlin, reviewer Kadri Simm
Appendix 25. Topics of graduation theses at the Department of Philosophy (MA studies, old 4+2 curriculum)

1991

Arne Rannikmäe “Teadusliku mõtlemisstiili mõiste analüüs nõukogude teadusmetodoloogilise kirjanduse põhjal” (The Analysis of the Concept of Scientific Style of Thinking on the Basis of Soviet Scientific-Methodological Literature), reviewer Valdar Parve

Margit Sutrop “Kadunud teost otsimas. Fenomenoloogiline kirjandusvaatlus versus psühholoogism” (Searching for the Missing Work of Art. Psychologism versus Phenomenal Approach), supervisor Õlo Matjus, reviewer Eero Loone

Andrus Tool “J. G. Droyseni metahistoriograafilise kontseptsioon” (The Metahistoriographical Conception of J. G. Droysen), supervisor Eero Loone, reviewers Õlo Matjus and Valdar Parve

1992

Peeter Müürsepp “Katastroohteooria dialektisest olemusest” (The Dialectical Nature of Catastrophe Theory), supervisor Lembit Valt, reviewer Rein Vihalemm

Eduard Parhomenko “Tartu Ülikooli filosoofiaprofessori G. B. Jäsche panteismikäsitluse eelduste kujunemine” (Ausbildung der Voraussetzungen der Pantheismusauffassung von G. B. Jäsche, des Professors der Philosophie an der Universität Tartu (Dorpat)), supervisor Õlo Matjus, reviewer Rein Vihalemm

1994

Dmitri Hristov “Философско-эстетические взгляды Дмитрия (Димитра) Гачева” (The Philosophical-Aesthetic Views of Dimitri Gachev), supervisor Leonid Stolovich, reviewers Eero Loone and Õlo Matjus

Inta Soms “Kahest lähenemisviisist keeleanalüütikas seoses Saul A. Kripke nimeteooriaga” (On Two Approaches in the Analytical Philosophy of Language in Connection with Kripke’s Theory of Names), supervisor Eero Loone, reviewer Valdar Parve

1995

Meeme Allmann “Teadlane ja insener: koolituse ja tegevuse võrdlev filosoofiline analüüs Thomas Kuhnite teadusfilosoofia lähtudes” (Scientist and Engineer: a Comparative Analysis of the Training and Practices from the Viewpoint of Thomas Kuhn’s Philosophy of Science), supervisor Rein Vihalemm, reviewers Valdar Parve and Priit Järve
Jüri Eintalu “Füüsikalised kaalutlused (teadusfilosoofilise analüüsi)” (Physical Considerations), supervisor Rein Vihalemm, reviewers Lembit Valt and Madis Kõiv

1996

Jaan Kivistik “Keha ja vaimu probleemi analüüs” (An Analysis of the Mind-Body Problem), supervisor Rein Vihalemm, reviewers Valdar Parve and Madis Kõiv

Margo Laasberg “Events and Adverbial Modification”, supervisor Eero Loone, reviewer Madis Kõiv

Indrek Meos “Katse piiritleda mõiste ‘teaduslik mõtlemine’” (The Problem of Demarcation between Scientific and Non-Scientific Thinking), supervisor Rein Vihalemm, reviewers Eero Loone and Arne Rannikmäe

1997

Roomet Jakapi “‘Tajumata objektide’ probleem George Berkeley varasemas filosoofias” (The Problem of “Unperceived Objects” in the Early Philosophy of G. Berkeley), supervisor Ülo Matjus, reviewers Jaan Kivistik and Andrus Tool

1998

Endla Lõhkivi “The Problem of Consistency in the Relativist Sociology of Scientific Knowledge”, supervisor Eero Loone, reviewer Rein Vihalemm

Tanel Mätlik “Citizenship and Cultural Communities”, supervisor Eero Loone, reviewer Valdar Parve

Veiko Palge “Time: on the debate between tensed and tenseless views of time”, supervisor Rein Vihalemm, reviewer Madis Kõiv

Mario Rosentau “Kosmoloogiline antroopsusprintsip (filosoofilised aspektid)” (The Anthropic Cosmological Principle (Philosophical Aspects)), supervisor Rein Vihalemm, reviewers Viktor Sieben and Jaan Kivistik

Jüri Tammaru “Sümmeetria ja ratsionaalsus” (Symmetry and Rationality), reviewer Rein Vihalemm

1999

Bruno Mölder “Theories of Mental Content and Prospects of the Ascription Theory”, supervisor Rein Vihalemm, reviewer Jüri Allik

Marek Volt “Controversy about the Cognitive Status of Art in Aesthetics”, supervisors Eero Loone and Jaak Kangilaski, reviewer Valdar Parve

2000
Tiiu Hallap “Teadvuseteaduse võimalikkuse probleem” (The Problem of the Possibility of the Science of Consciousness), supervisor Eero Loone, reviewer Valdar Parve

2001

Marek Järvik “Õigused õiguse alusena: moraalikriitiline õiguse põhjendamine” (Rights in Law: Attempt to Justify Law without Morality), supervisors Eero Loone and Margit Sutrop, reviewer Marju Luts

Jaan Kangilaski “Naming: Fregean Sense versus Direct Reference”, supervisor Eero Loone, reviewer Bruno Mölder

Rainer Kivi “Tahe ja kujutlus Descartes´i teaduslikus meetodis: Peter Schouls´i käsitluse kritika” (Will and imagination in Descartes’s scientific method: Criticism of Peter Schouls’s treatment), supervisor Rein Vihalemm, reviewer Jaan Kivistik

Marko Mölder “Ühiselulise korralduse võimalikkus suveräänsete riikide sõltumatuse taustal” (The Possibility of Cooperation in the Case of the Independence of Sovereign States), supervisors Eero Loone and Margit Sutrop, reviewer Tanel Mätlik

2002

Kristjan Laasik “Filosoofilisest eksistsentsist M. Heideggeri “Olemises ja ajas” E. Tugendhatist lähtudes” (On Philosophical Existence in Martin Heidegger’s “Being and Time”: A Perspective Inspired by E. Tugendhat), supervisor Ülo Matjus, reviewers Andrus Tool and Eduard Parhomenko

Tõnu Luik “Filosoofia kõnelda” (To Speak about Philosophy), reviewer Ülo Matjus

Leo Luks “Nihilism metafüüsikana ja metafüüsikajärgse mõtlemisena. Uurimus nihilismi mõiste üle Martin Heideggeri ja Gianni Vattimo Nietzsche-tõlgites võrdluse kaudu” (Nihilism as Metaphysics and as Post-Metaphysical Thinking: An Inquiry into the Notion of Nihilism Based on a Comparison of Interpretations of Nietzsche by Martin Heidegger and Gianni Vattimo), supervisor Ülo Matjus, reviewer Eduard Parhomenko

Aive Pevkur “Väärtuspluralism ja meditsiinieetika” (Value Pluralism and Medical Ethics), supervisor Tiiu Hallap, reviewer Andres Soosaar

2003

Urmas Ivask “Mida representeerib füüsikaline teooria? Konstruktivistlik lähendamine” (A Constructivist Account of Theories in Physics), supervisor Rein Vihalemm, reviewer Piret Kuusk

Külli Keerus “Vooruseetika – inimkeskne võimalus keskkonnaetetika põhiküsimuse lahendamiseks” (Virtue Ethics: A Human Way of Solving the Key Question in Environmental Ethics), supervisor Margit Sutrop, reviewers Tiiu Hallap and Ahto Oja

Mairit Saluveer “Usalduse olemus ja ühiskondlik tähtsus” (The Nature of Trust and its Social Significance), supervisor Margit Sutrop, reviewer Marek Järvik
2004

**Toomas Lott** “Häälestatud mõtlemine Martin Heideggeri „Lisandusis filosoofiale (Omanemisest)” (Attuned thinking in Martin Heidegger’s „Contributions to Philosophy (From Enowning)”), supervisor Tõnu Luik, reviewer Eduard Parhomenko

**Indrek Männiste** “Alkraasiaprobeem kaasaegses analüütilises filosoofias: Donald Davidsoni argumentatsioon ja kriitika” (The Puzzle of Akrasia in Modern Analytical Philosophy: Donald Davidson’s Account and its Critique), supervisor Tiitu Hallap, reviewer Marek Järvik

2005

**Julia Šestakova** “Философия вседенства: Ф. В. Й. Шеллинг и В. С. Соловьев” (Die All-Einheits-Lehre: F. W. J. Schelling und V. S. Solowjow), supervisors Leonid Stolovich and Tõnu Luik, reviewer Ülo Matjus

**Riin Sirkel** “Käsimus olemuse järele: Aristoteles, Avicenna ja Aquino Thomas” (Question On Essence: Aristotle, Avicenna and Thomas Aquinas), supervisors Andrus Tool and Henrik Lagerlund, reviewer Taavi Laanepere

2006

**Märt Põder** „Platoni dialoogid „Politeia” ja „Theaitetos”. Teadmise ja arvamise eristus” (Plato’s REPUBLIC and THEAETETUS. Distinction between Knowledge and Opinion), supervisor Tõnu Luik, reviewer Toomas Lott

**Tarmo Tirol** „Transtsendents eimiskisse: Eksistents Heideggers fundamentaalontoloogias ja Sartre’i eksistentsialismis” (Existence in Martin Heideggers and Jean-Paul Sarte’s Disquisition), supervisor Eduard Parhomenko, reviewer Toomas Lott

2007


2008

**Vivian Bohl** „Ihulisusest kui keha ja vaimu dualismi ületamisest Maurice Merleau-Ponty teoses „Taju fenomenoloogia”” (On the Corporeality as the Overcoming of the Mind-Body Dualism in Maurice Merleau-Ponty’s Phenomenology of Perception), supervisor Eduard Parhomenko, reviewer Tarmo Tirol

2009
Appendix 26. Topics of graduation theses at the Department of Philosophy (PhD studies)

1. PhD dissertations defended in University of Tartu

2001

Jüri Eintalu “The Problem of Induction: the Presuppositions Revisited”, supervisor Prof. Rein Vihalemm, reviewer Prof. Ilkka Niiniluoto (University of Helsinki)

2002

Roomet Jakapi “Berkeley, Mysteries, and Meaning: A Critique of the Non-Cognitivist Interpretation”, supervisors Prof. Ülo Matjus and Dr. Madis Kõiv, reviewer Prof. Timo Airaksinen (University of Helsinki)

Endla Lõhkivi “The Sociology of Scientific Knowledge: A Philosophical Perspective”, supervisor Prof. Eero Loone, reviewer Prof. Margareta Hallberg (Göteborg University)

2005

Kadri Simm “Benefit-Sharing: An Inquiry into Justification”, supervisors Prof. Margit Sutrop and Dr. Tuija Takala (University of Helsinki), reviewer Prof. Ruth Chadwick (Cardiff University)

2007

Marek Volt “The Epistemic and Logical Role of Definition in the Evaluation of Art”, supervisors Prof. Margit Sutrop and Prof. emer. Eero Loone, reviewers Dr. Maria E. Reicher (University of Graz) and Prof. Gottfried Gabriel (Friedrich Schiller University of Jena)

2. Current dissertations in University of Tartu

List of doctoral students (both regular and external) in Department of Philosophy and the topics of their current research

Vivian Bohl “How Do We Understand Others? Intersubjectivity in Contemporary Phenomenology and Theory of Mind“, supervisor Bruno Mölder (PhD)

Tiiu Hallap “Philosophical Aspects of Science Policy Regulations”, supervisor Endla Lõhkivi (PhD)

Urmas Ivask “Constructivism and the Interpretations of Quantum Mechanics”, supervisors Prof. Rein Vihalemm and Piret Kuusk (DSc)
Jaan Kangilaski “The Concept of Truth: Trivial or Substantial?”, supervisors Prof. Daniel Cohnitz and Prof. Margit Sutrop

Külli Keerus “The Possibilities of Contractual Moral Theory in Environmental Ethics”, supervisors Prof. Margit Sutrop and Prof. Olli Loukola (Helsinki University)

Rainer Kivi “Descartes' Mathematical and Logical Concepts: An Analysis of Cartesian Methodology”, supervisor Endla Lõhkivi (PhD)

Anne Kokkov “A Critical Treatment of Roman Ingarden Approach to the Cognition of the Work of Art”, supervisor Prof. Ülo Matjus

Karīn Kustassoo “Martin Heidegger's Dialogue with Søren Kierkegaard in Heidegger's first Freiburg Period (1909-1923)”, supervisors Roomet Jakapi (PhD) and Prof. Arne Grøn (University of Copenhagen)

Toomas Lott “The Concept of Mimesis in Plato”, supervisors Prof. Ülo Matjus and Tõnu Luik (MA)

Aive Pevkur “End of Life Related Philosophical Problems in Medical Ethics”, supervisor Prof. Margit Sutrop

Ave Mets “Critical Investigation of Science in the Context of Applied Science and Technology”, supervisors Prof. Rein Vihalemm (PhD) and Piret Kuusk (DSc)

Janar Mihkelsaar “Conceptions of Violence in the 20th Century European Philosophy (Heidegger, Derrida, Agamben): Critical Analysis”, supervisors Prof. Ülo Matjus and Jüri Lipping (PhD)

Eduard Parhomenko “Responsiveness in Heidegger” (Responsivität bei Heidegger), supervisor Prof. Ülo Matjus

Märt Põder “Eros and Mania in Plato's Philosophy”, supervisor Prof. Ülo Matjus

Jaanus Sooväli “Critique of the Aristotelian account of judgment: In search of an alternative in 19th and 20th century philosophy”, supervisor Prof. Ülo Matjus

Tarmo Tirol “Subjectivity in Jean-Paul Sartre's Philosophy”, supervisor Roomet Jakapi (PhD)

Andrus Tool “The Topic of Objectivity in Wilhelm Dilthey's Philosophy of Human Sciences”, supervisor Prof. Ülo Matjus

Kristel Toom “A Critical Analysis of John Rawls’s theory of international distributive justice”, supervisor Prof. Margit Sutrop

3. Doctoral dissertations defended abroad by PhD students from University of Tartu
1997

Margit Sutrop *summa cum laude* “Fiction and Imagination: The Anthropological Function of Literature”, supervisors Prof. Ülo Matjus, Prof. Gottfried Gabriel and Prof. Karlheinz Stierle (1998 Prize of the District Constance for the doctoral thesis) - University of Konstanz, Germany

2006

Veiko Palge *summa cum laude* “Time in Quantum Mechanics”, supervisor Prof. Jürgen Mittelstrass (2008 Prize of the District Constance for the doctoral thesis) - University of Konstanz, Germany

Eva Piirimäe “Thomas Abbt (1738-1766) and the Philosophical Genesis of German Nationalism”, supervisor Dr. Istvan Hont - Cambridge University

2007

Bruno Mölder *summa cum laude* „Mind Ascribed: An Elaboration and Defence of Interpretivism”, supervisor Prof. Wolfgang Spohn (2008 Prize of the District Constance for the doctoral thesis) - University of Konstanz, Germany

4. Current dissertations abroad

List of doctoral students who have first started their studies in Department of Philosophy, currently studying abroad, and the fields of their current research

Helen Eenmaa - Philosophy of law - Yale Law School (USA)

Kristjan Laasik - Philosophy of mind and phenomenology - University of Miami (USA)

Indrek Männiste - Henry Miller’s (1891-1980) concept of being - The University of Auckland (New Zealand)

Indrek Reiland - Philosophy of language and metaethics - University of Southern California (USA)

Julia Šestakova ‘Philosophie als Erinnerung. Dimensionen des Gedächtnisbegriffs im Anschluss an Schellings Überlegungen zur (Wieder) Erinnerung’, supervisor Prof. Volker Gerhardt - Humboldt-Universität Berlin (Germany)

Riin Sirkel ‘The Problem of Katholou (Universal) in Aristotelian Philosophy’, supervisor Prof. Henrik Lagerlund - University of Western Ontario (Canada)

Edit Talpsepp - Philosophy of biology and philosophy of science, supervisor Prof. Samir Okasha - University of Bristol (England)
Appendix 27. Description of the joint MA program in practical philosophy “Theories of Good Society”

Introduction

The qualifier ‘practical’ in ‘Practical Philosophy – Theories of Good Society’ refers to the objects of the study, that is, to praxis: the philosophical enquiry of human life and of human practices. More concretely, Practical philosophy centres on human activity and the foundations of the social sciences, and pursues the moral question of how, individually and socially, we should live, as well as questions concerning the nature of individual action and social institutions and the conceptual and methodological problems connected with them. Its work thus includes the wide area of the philosophy of the social sciences.

A central concern of Practical philosophy is ethics, including not only the study of general moral standards and basic human values, but also of applied ethics, particularly business ethics, biomedical ethics, environmental ethics, and professional ethics. Connected with these fields are social and political philosophy as well as philosophy of law, which address such questions as the proper ethical standards for institutions - private as well as governmental - and the foundations and constitutive principles of democracy.

On the conceptual side of practical philosophy is the theory of action, which explores the nature of human action and the modes of explanation appropriate to it. This field is directly connected with the social sciences, which address the empirical side of the concepts whose structure and logic is addressed by the philosophy of action. These topics of enquiry, i.e. those of human praxis, are part of the agenda of Analytic as well as Continental philosophy. Yet the differences in their philosophical style are a fact, which is bound to create fruitful intersections in the thematic contents of the Programme.

The theme of the Master’s Programme, ‘Practical Philosophy – Theories of Good Society’, does obviously not attempt to cover all the above fields of Practical philosophy; instead it concentrates, as the title says, on theories of morality, justice and society. Instead of engaging in incessant debates about the definition of Practical philosophy, the thematic focal points of the Programme derive from the areas of expertise of the participating universities.

The curriculum of the Programme consists of four modules: (PPhil 1) The nature of practical philosophy; (PPhil 2) Theories of the good life; (PPhil 3) Theories of the good society; and (PPhil 4) The nature and sources of normativity.

Baltic Philosophy Network [www.balphiln.org]

3. University of Helsinki, Department of Social and Moral Philosophy (Coordinator)
4. University of Tartu, Institute of Philosophy and Semiotics, Centre for Ethics
5. The Estonian Institute of Humanities of Tallinn University
6. University of Latvia, Department of Practical Philosophy
7. Vytautas Magnus University, School of Political Science and Diplomacy
8. European Humanities University, Philosophy Unit
9. University of Iceland, Department of Philosophy
10. Södertörn University College, Philosophy Unit

BalPhilN is an open network of institutions of philosophy in the Baltic and Scandinavian area. The purpose of the network is to enrich and facilitate for the academic philosophy of the area, such as research, education and student and teacher exchange, but also to create forums for philosophical culture in general, for discussion, publication and philosophical happenings.

Master’s Program “Practical Philosophy – Theories of Good Society” (PPhil) (120 ECTS)

www.helsinki.fi/pphil/index.htm

- The PPhil-Program is approved by the partners either as a part of an existing Master’s Program (as specialisation studies) or as a new separate Master’s Program.
- The graduates receive a Master’s Degree from their home institution together with a Diploma Supplement granted by the Program.
- The language of the Program is English
- During the exchange term the students are to select 6 lecture series (each 5 ECTS) of the 8 courses available.

Timeline

- 17-28.08.2009, University of Helsinki - Introductory workshop “Contemporary Practical Philosophy” (5 ECTS), all universities teach 1 course
- Autumn term 2009 and Spring term 2010 - local studies in own universities, optional courses from the Course Pool (30 ECTS)
- 7-19.06.2010, University of Tallinn - Summer School “Tools and Methods of Contemporary Practical Philosophy (15 ECTS)
- Autumn term 2010, University of Tartu hosts students from Helsinki and Rejkyavik (Tartu has to offer ca 5-6 courses and has a possibility to invite 3 guest lecturers. These courses are also open for local students.
- Autumn term 2010 University of Helsinki hosts students from Baltic countries (courses for 30 ECTS)
- Spring term 2011, local studies, working on thesis (40 ECTS)
Admissions

- Total number of students will be 25, the places are evenly distributed among the partner universities.
- Students should apply for the Program in Spring-Summer 2009 according to the regulations of their home university.

Funding for the exchange term in Tartu

Nordplus grant or Erasmus programme will cover the travel and accommodation expenses of exchange students and guest lecturers. It is the responsibility of Tartu University to organize the exchange term (incl working out new courses, teaching in English and supervising students of the joint MA programme).
### Appendix 28. Admission, quitters, graduates

**Numerical data of 22.05.2009**

**PHILOSOPHY 3+2 BA CURRICULUM**

<table>
<thead>
<tr>
<th>Year</th>
<th>Threshold value for state-funded study place</th>
<th>Threshold value for non-state-funded study place</th>
<th>Entered non-distance (regular) learning</th>
<th>On state-funded study places</th>
<th>On non-state-funded study places</th>
<th>Entered Open University learning (non-state-funded study places only)</th>
<th>Admission total</th>
<th>Got transferred to 3rd year - did not quit nor drop out (regular learning+open university)</th>
<th>Graduated that year</th>
<th>In Open University</th>
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<td>4</td>
<td>11</td>
<td>31</td>
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<td>2005</td>
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<td>50</td>
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<td>2006</td>
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<td>60</td>
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<td>26</td>
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<td>50 (25+25)</td>
<td>25* (23+2)</td>
<td>7</td>
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<td>22* (10+12)</td>
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<td>24</td>
<td>16</td>
<td>8</td>
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<tr>
<td>2009</td>
<td>80</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>341</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

* Still studying (not just 3rd year).

**Note:** at 2002-2004 students were admitted according to ranking lists which were formed on the basis of the results of entrance examinations and other requirements set for a particular curriculum. The threshold system came into effect from 2005.
## PHILOSOPHY 3+2 MA CURRICULUM

<table>
<thead>
<tr>
<th>Year</th>
<th>Entered non-distance (regular) learning on state-funded study places</th>
<th>Entered non-distance (regular) learning on non-state-funded study places</th>
<th>Entered Open University learning (non-state-funded study places only)</th>
<th>Admission total</th>
<th>Graduated that year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>3</td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>12</td>
<td>1</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>7</td>
<td>1</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>12</td>
<td>1</td>
<td></td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
<td>1</td>
<td></td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td>12</td>
</tr>
</tbody>
</table>

## PHILOSOPHY PHD CURRICULA
(Admission to new PhD curriculum from 2006)

<table>
<thead>
<tr>
<th>Year</th>
<th>Entered state-funded study places</th>
<th>Entered non-state-funded study places</th>
<th>Admission total</th>
<th>Defended thesis that year (in UT)</th>
<th>Defended thesis that year (outside UT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
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<tr>
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<td>2</td>
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<td>2006</td>
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<tr>
<td>2008</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>14</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix 29. List of Universities with whom University of Tartu has partnership agreements

**EUROPE**

**Finland**
- University of Helsinki
- University of Art and Design Helsinki
- University of Joensuu
- University of Jyväskylä
- University of Kuopio
- University of Oulu
- University of Tampere
- University of Turku

**France**
- University of Pierre and Marie Curie (Paris 6)
- François Rabelais' University of Tours

**Germany**
- Ernst Moritz Arndt University of Greifswald
- Georg August University Goettingen
- University of Hamburg
- Christian Albrecht University of Kiel
- University of Konstanz
- University of Lübeck
- Westphalian Wilhelms University of Münster

**Greece**
- University of Athens

**Latvia**
- University of Latvia

**Lithuania**
- Vilnius University

**The Netherlands**
- University of Amsterdan
- University of Groningen

**Poland**
- Wroclaw University

**Portugal**
- University of Lisbon

**Russia**
- Herzen State Pedagogical University of Russia
- Russian State University for Humanities
- Saint-Petersburg State University
- Voronezh State University
- Pskov State Pedagogical University
- Moscow State University

**Spain**
- University of Granada

**Sweden**
- Göteborg University
Lund University
Uppsala University

NORTH-AMERICA
Canada
University of Toronto
USA
University of North Carolina at Greensboro
West Virginia University
Michigan Technological University
Emporia State University
Nebraska Wesleyan University

CAUCASIA
Georgia
Tbilisi State University

ASIA
China
Hong Kong Baptist University
Tsinghua University
Japan
Kansai Gaidai University
Waseda University
Hokkaido University
Korea
University of Jeonju

AUSTRALIA
University of Melbourne
Appendix 30. Centre for Ethics. Overview 2001-2009

General information
Centre for Ethics of the University of Tartu was established in 2001 as an interdisciplinary unit within the Faculty of Philosophy. Since 1 January 2009, the Centre functions as a consortium. The consortium brings together nine UT faculties: the Faculty of Philosophy, the Faculty of Theology, the Faculty of Law, the Faculty of Medicine, the Faculty of Education, the Faculty of Exercise and Sport Sciences, the Faculty of Economics and Business Administration, the Faculty of Social Sciences, and the Science and Technology. The Centre is governed by the Board with members from all of the faculties listed above and a representative of the students. The Centre additionally has an International Board of Trustees.

The Centre involves professors and students from the diverse fields of philosophy, biology, medical studies, theology, law and social sciences to coordinate and improve the teaching of ethics within the university. The Centre also organizes and participates in international interdisciplinary research concerning the ethical issues in science, society and scientific research. Another objective is to assist Estonian society at large to reflect upon the issues of norms, values and ethics through organizing public lectures, meetings and workshops as well as through publishing books. The Centre has developed links with other ethics centres in Europe and organized visits of guest lecturers from Estonia and from abroad.

The Centre aims at:

- Organizing interdisciplinary research regarding the ethical issues pertaining to science, society and research activities
- Furthering reflections upon norms, values and questions of justice in the Estonian society through organizing public lectures, meetings, seminars and discussions
- Coordinating and improve the teaching of ethics in the University of Tartu, prepare, compile and publish anthologies and textbooks on ethics.
- Developing contacts with other ethics centers and organize visits by guest lecturers.

Research grants and projects
Over the years Center has participated in several grants and projects, beginning with a grant to support building up the Centre for Ethics from Volkswagen Stiftung within the program Gemeinsame Wege nach Europa in cooperation with the University of Konstanz.


Centre also belongs to the Baltic Philosophy Network (network that develops the joint practical philosophy MA program Theories of Good Society) and to the Nordic Network for Philosophy of Medicine and Medical Ethics.

One of the main Estonian supporters has been the Ministry of Education and Research, currently they support organizing the Value Development Activities 2009 according to the national program “Value Development in the Estonian Society 2009-2013” (several smaller projects on previous years). Project National Centre for Information, Documentation and Communication of Ethics (www.eetika.ee) was supported through the Estonian Gambling Tax Council by the Ministry of Education and Research and by the Ministry of Social Affairs. Estonian National Commission for UNESCO supported the project Ethics Portal: Collecting and Exchanging Information on the Ethics of Science and Bioethics to Estonian and International Users. Other supporters: Estonian Science Foundation (grants nr 6099 and 4618), Open Estonian Foundation, Environmental Investment Centre, NordForsk etc. The members and graduate students of the Centre have received also individual scholarships from several foreign and Estonian foundations.

Organized conferences, workshops, seminars etc

From 2001-2008 Centre for Ethics has organized or been a co-organizer for over 25 international conferences and workshops (see Appendix 35). In addition to that interdisciplinary ethics colloquium has hosted over 80 guests and invited speakers from Estonia and abroad (for international guest lectures and invited speakers see Appendix 36)

Ethical expertise

The Centre for Ethics has been actively involved in providing expertise and composing various materials for policy and other purposes.


4. In 2003 Margit Sutrop participated as an expert in the personal digital medical health record working group, organized by the Ministry of Social Affaires.

5. Margit Sutrop participated in the drafting of the code of ethics of Estonian scientists led by the Estonian Academy of Sciences in 2002.

Activities aimed towards Estonian public

The Centre for Ethics established and develops web portal www.eetika.ee. Establishing Ethics Web started with the grant from Estonian Gambling Tax Council’s 3-year grant National Centre for Information, Documentation and Communication of Ethics and has been continued with the support of Estonian National Commission for UNESCO and Estonian Ministry of Education and Research. Ethics Web gives an overview of the following topics: ethics and moral, computer and information ethics, bioethics, global ethics, education and ethics, environmental ethics, art and ethics, medicine ethics, media ethics, ethics in advertising, religion and ethics, sexual ethics, social ethics, ethics in sport, ethics in science (also available in English), ethics of governance, business ethics. On those topics Ethics Web provides suggestions for literature, case studies, relevant laws, codes and acts, examples of organizations that study the area and courses provided. The Ethics Web is also an out-put for the value development projects that the Centre works on. Every week a new hot topic is put up for discussion and it’s possible to post your own story to the web.

Centre for Ethics has held two essay contests in collaboration with the Office of President of Estonia. In 2007 the contest was titled "What Kind of Estonia Do I Want to Live In?" and organized by CEUT in cooperation with President’s Academic Advisory Board and scientific journal Akadeemia, supported by the Estonian Ministry of Education and Research. In 2009 the contest was titled “What can I do for Estonia?” and organized with Office of the President, Academic Advisory Board of the President, campaign Let’s Do it! My Estonia, scientific journal Akadeemia and the daily newspaper Eesti Päevaleht.

The Centre coordinates the national program “Value Development in the Estonian Society 2009-2013”. Activities include putting together radio programs, publishing edited volumes and original works on values, organizing public conferences and seminars, coordinating scientific projects, improving the infrastructure of value development through www.eetika.ee, coordinating the work of value program committee etc. Lately there have been several big conferences on values (also listed in Appendix 35)

Activities aimed towards school pupils (selection)

1) During April 3-6, the Centre co-organized the National Olympiad of Philosophy for school pupils. Two of the best participants went to the International Olympiad of Philosophy and one participant Heidy Meriste received an honorable mentioning.

2) During academic year 2007/2008 an internet-based course of philosophy for pupils at the Gifted and Talented Development Centre of the University of Tartu took place.
3) From December 12, 2004 till February 20, 2005 the Centre together with the Association of Estonian Philosophy Teachers and Estonian National Commission for UNESCO carried out an international project *Minority Rights, Majority’s Will – How to Live Without Conflicts in Multicultural Europe?* Funded by Open Estonian Foundation.

4) Project *To be or to own?* centered on values and geared towards young people (comprising of essay competition, conference and publication) in 2004. Centre for Ethics was active in organizing the essay competition and the conference.

5) From October 11 until December 1, 2003 the Centre in cooperation with Foundation Domus Dorpatensis carried out a project *How to Avoid Violence in School?* Three workshops and a conference for school psychologists, teachers and students were organized.

**Published books and edited special issues**


**Library**

The library of is situated in the building of Domus Dorpatensis, in the rooms of the Centre for Ethics. The current collection is the result of the merger between the Centre’s library and the library of the department of philosophy. It is primarily aimed at fostering research and learning in philosophy and ethics, and it is also open to all as a seminar library. Ethics collection is being actively extended, this is possible thanks to the support by Volkswagen Stiftung’ in Germany.

Majority of the collection is taken up by following fields: moral philosophy and political philosophy, applied ethics (bioethics and medical ethics, environmental ethics, public ethics and others) philosophy of law and aesthetics. Represented are also the various disciplines within philosophy: history of philosophy, philosophy of language, philosophy of mind, metaphysics, epistemology, philosophy of science. The majority of books are in English but there are also books in Estonian, German and other languages. Books are arranged in thematic order.

The library has about 6000 entries in total, together with the books that belong to the Faculty of Philosophy of the University of Tartu. The books are listed in the ESTER electronic catalogue (common catalogue of the Estonian research libraries).

**Scholarships**

To foster research into ethics the Centre has provided PhD scholarships for the students of the University of Tartu since 2001. Stipends are paid with the support of the Volkswagen Stiftung and the call is open to all PhD students doing research on ethics or ethics-related issues. Volkswagen Stiftung scholars participate regularly in the research-colloquia to discuss each others’ research work and scientific activities. Since 2001 the colloquia has been supervised by various researchers: Prof. Margit Sutrop (Practical Philosophy), Dr. Roomet Jakapi (History of Philosophy), Prof. Marju Luts (Law). In addition, the scholars take part in seminars, lectures and interdisciplinary colloquia organized by the Centre.

In 2001 – 2006 following PhD students from University of Tartu received Volkswagen Stiftung scholarships:

• Toivo Aavik (psychology) “The Structure of Estonian Personal Values - A Lexical Approach and Social Desirability Responding”.

• Roomet Jakapi (history of philosophy) “Berkeley on the Meaning of Morally Relevant Utterances”.

• Marek Järvik (practical philosophy) “Norms and Action: How Moral and Legal Duties Affect Our Action”.

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- Ken Kalling (public administration) “History of Eugenics in Estonia”.
- Külli Keerus (practical philosophy) “The Possibilities of Contractual Moral Theory in Environmental Ethics”.
- Taavi Lai (medicine) “Overview of Informed Consent Acquisition and Data Collection Processes in Estonian Genome Project”.
- Ants Nõmper (law) “Open Consent – a New Form of Informed Consent for Population Genetic Databases”.
- Aive Pevkur (practical philosophy) “Decision-making Process in the Field of Continuing and Ending Life. A Philosophical Approach”.
- Eva Piirimäe (history of political ideas) “Thomas Abbt (1738-1766) and the Philosophical Genesis of German Nationalism”.
- Leno Saarniit (public administration) “Criticism of Law Centered Approach of Public Ethics”.
- Kadri Simm (practical philosophy) “Social Justice and Equal Opportunities in Biomedicine”.
- Enneken Tikk (law) “Ethics and Information Society Law”.
- Ivo Volt (classical philology) “Lexical and Semantic Basis of Depicting Negative Character Types in Classical Greek Literature, and Their Relation to Greek Ethical Theory and Popular Morality”.

Our team

Prof Margit Sutrop is head of the Centre for Ethics which she helped to establish in year 2001. Professor of Practical Philosophy of the University of Tartu since September 2000, current research interests include early modern and contemporary moral philosophy and bioethics.

Triin Paaver works for the Centre of Ethics since May 2006. She coordinates the Centre’s everyday activities and assists Prof. Margit Sutrop. She graduated from the Department of Semiotics of the University of Tartu (2006).

Kristi Löuk is working in the Centre since 2003. Since August 2006, she works as a project manager. She has a BA in Philosophy (University of Tartu). Her main areas of interest are moral philosophy and bioethics and she is completing a Masters thesis in philosophy.

Triin Pisuke works as a project manager in the Centre since July 2008. Her main tasks include organizing conferences, editing the Ethics Web and working with the publications of the Centre. She graduated from the department of English Language and Literature (BA) in 2008 and is currently studying at MA level.

Katrin Velbaum works in the Centre as a project manager since July 2008. Her main task is to deal with the national values programme “The Development of Values of the Estonian Society 2009–2013”. She graduated from the Department of Philosophy (MA) in 2001.

Nelli Jung works as a project manager in the Centre since January 2009. Her main task is co-ordinating and organizing different projects of values education. She has
graduated from the Department of Philosophy (BA) in 2004 and will defend her MA theses this spring (2009).

**Aire Vaher** is an employee of the Centre for Ethics since October 2003. Her main tasks are to help the guests of the Centre’s library, to enter book data into the electronic catalogue ESTER, to develop the teaching of philosophy and ethics in secondary schools and to help the colleagues of the Centre. She graduated from the Department of Philosophy (BA) in 2004 and her main research interest lies in environmental ethics. She is learning pedagogy to receive a teacher’s certificate.

**Kadri Lutt** is an assistant in the Centre since August 2006. She is in charge of complementing the library and she also helps the guests of the Centre’s library. She graduated from the Department of Philosophy (BA) in 2006 and received her Masters degree in written translation in 2008.

**Laura Lilles** is an assistant in the Centre since September 2006. Her main task is to search materials for the national Ethics Web. She also helps the guests of the Centre’s library. She graduated from the Department of Theology (BA) at the University of Tartu in 2004. She is learning theology to receive her Masters degree.

**Mari-Liis Tina** is an assistant at the Centre since March 2006. Her main tasks are to help the guests of the Centre’s library and to assist the colleagues of the Centre. She is a third-year student of theatre studies at the University of Tartu.

**Mats Volberg** is an assistant at the Centre since May 2007. His main task is to take care of the Centre’s webpage. He graduated from the Department of Philosophy in 2008 and is currently studying at MA level.
Appendix 32. Electronic databases provided by the Tartu University Library

ACM Digital Library
American Chemical Society e-ajakirjad
American Physical Society (APS) e-journals
American Society for Microbiology e-journals
Annual Reviews
Beck-Online
Bibliographia Iuridica Estonica
BioOne Fulltext
BIOSIS Previews
Blackwell Synergy
BREPOLIS andmebaasid
Britannica Online
CAIRN
Cambridge Scientific Abstracts
Cambridge Univ. Press e-journals
CEPR Discussion Papers
CSIRO Publishing e-journals
Current Index to Statistics
ebrary
EBSCO Databases
Emerald Fulltext
Encyclopedia of Ecology
Encyclopedia of Forest Sciences
Faculty of 1000
Future Drugs
Future Medicine
Grove Art Online
Grove Music Online
HeinOnline
Heritage of the Printed Book Database
IEEE Xplore
IGI Global’s InfoSci-Books
IMD World Competitiveness Online
INSPEC (Engineering Village)
International Nuclear Information System
IOP e-journals
ISI Essential Science Indicators
ISI Web of Knowledge
ISSN Portal
JSTOR Arts & Sciences I Collection, JSTOR Arts & Sciences II Collection, JSTOR Arts & Sciences III Collection, JSTOR Arts & Sciences IV Collection, JSTOR Biological Sciences Collection
Keesing’s Online
Kluwer Online
MATHDI (MATHematicsDidactics)
MathSciNet (Mathematical Reviews on the Web)
Merck Index
Nature Publishing e-journals
Naxos Music Library
Naxos Music Library/Jazz
Naxos Spoken Word Library
Optics InfoBase
Oxford English Dictionary
Oxford Reference Online Premium
Oxford Scholarship Online
Oxford University Press e-journals
Philosopher's Index
Project Muse
ProQuest Dissertations
PsycArticles
Rechtsbibliographie Kuselit-Online
Religious and Theological Abstracts
Research Europe
Royal Society of Chemistry e-journals
Safari Books Online
Sage Journals Online
Science of Synthesis
Science Online
ScienceDirect
SciFinder Scholar
Scopus
SourceOECD
SPIE Digital Library
Springer Link
Synthesis
Westlaw International
Wiley Interscience
World Bank Online Databases
Zentralblatt MATH - Database
Appendix 33. List of journals of philosophy in our libraries

I. In the Philosophy Department library

*Akadeemia.* Tallinn: Kultuurileht.


*Environmental ethics: an interdisciplinary journal dedicated to the philosophical aspects of environmental problems.* Center for Environmental Philosophy, University of North Texas.


*Medicine, health care and philosophy.* Dordrecht: Springer.

*Science and engineering ethics.* Dordrecht: Springer.

*Studia philosophica Estonica.* Tartu: University of Tartu, Department of Philosophy.


II. In the Tartu University main library and other branch libraries


*Analysis.* Oxford; Cambridge: Blackwell.


*Canadian journal of philosophy.* Calgary, Alberta.

*Criminal justice ethics.* Institute for Criminal Justice Ethics ...[et al.] New York.

*Deutsche Zeitschrift für Philosophie.* Berlin: Akademie Verlag.


Philosophy and literature. Baltimore: Johns Hopkins University Press.


Philosophy today. Chicago: DePaul University.


Répertoire bibliographique de la philosophie. Publié par l'Institut supérieur de philosophie de l'Université catholique de Louvain, publié sous les auspices de l'Institut international de philosophie avec le patronage de l'Unesco ... Louvain: Institut supérieur de philosophie.

Revista de filosofie si drept = Вопросы философии и права. Academia de Stiinte a Republicii Moldova. Chisinau: Cetini.
Studies in history and philosophy of science. Oxford: Pergamon,
Zeitschrift für Philosophische Forschung. Frankfurt am Main: Vittorio Klostermann.
Вестник Московского университета. Философия. Москва: Издательство Московского университета.
Вестник Томского государственного университета. Философия, социология, политология: научный журнал. Томский государственный университет.
Логос: философско-литературный журнал. Москва: Дом интеллектуальной книги.
Appendix 34. Research grants and projects of academic staff of the Department of Philosophy 2003-2009

Contents:
1. Short list of current grants
2. Descriptions of current grants
3. Short list of previous grants and projects

1. Short list of current grants

- Target financed project: Critical analysis of relativism and pluralism regarding truth and knowledge, norms and values. 2008-2013. Sum so far: 3 221 000
- ESF grant: Constructive realism in the conception of models-based scientific theory. 2009-2012. Sum: 252 000
- ETF postdoc grant: Logical pluralism, pragmatics, and the epistemic principle of non-contradiction. 2008-2011:
- 7th Framework Program: Inter-connected European information and documentation system for ethics and science: European Ethics Documentation Center (ETHICSWEB). 2008-2010. Sum: 535 740

2. Descriptions of current grants
The title of project: Critical analysis of relativism and pluralism regarding truth and knowledge, norms and values

Project start: 01.01.2008
Project end: 31.12.2013

Research field and speciality:
2. Culture and Society 2.1. Philosophy 100 H120 Systematic philosophy, ethics, aesthetics, metaphysics, epistemology, ideology 6.3. Other humanities [philosophy (including the history of science and technology), arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic “research” of any kind, religion, theology, other fields and subjects per

Summary in English: The concept of relativism includes an array of positions unified by the view that certain important aspects of thought, experience, judgment and reality are relative. Pluralism signifies a perspective that certain things (concepts, values, norms, discourses, views) exist in plurality. The project will critically analyze various forms of relativism and pluralism (moral, political, epistemic, conceptual) and their implications. The objective is to establish that denying monism—a view that there exists only one acceptable conceptual scheme or value system—does not necessarily lead us to relativism. A lot of inconsistency and incoherence exists within relativism. A relativist position might lead to a denial of objectivity, knowledge, communication and the possibility of progress in thinking, language, science, morality, politics etc. Critical analysis of relativism will indicate whether pluralism could suffice as an alternative - while opposing monism it can be combined with objectivism.

Financed sum: 1 494 000 + 1 452 200 = 2 946 200

Principal investigator: Margit Sutrop


R&D institution: University of Tartu, Faculty of Philosophy

The title of project: Bridging Explanatory Gaps: How Science can Alter Our View of the World

Project start 01.01.2007
Project end 31.12.2010

Research field and speciality:
2. Culture and Society 2.1. Philosophy H150 Philosophy of special sciences 6.3. Other humanities [philosophy (including the history of science and technology), arts, history
Summary in English: The general topic of this research project is the phenomenon of explanatory gaps between folk theoretic accounts of a certain domain and scientific accounts of that same domain. The phenomena under study are such that prima facie the folk theoretic level of description and explanation is not considered defective. In other words: the folk theories seem to be about real and robust phenomena and seem to explain these phenomena truly. An explanatory gap, in our sense, is open if a scientific theory which is well confirmed and arguably about the same domain as the folk theory does not obviously entail the latter. In these cases it is at least not straightforward how the scientific theory can explain the phenomena the folk theory is about. Such explanatory gaps have been proposed in a variety of areas, for example in the study of phenomenal consciousness, the free will debate, and the study of knowledge. Our interest in explanatory gap phenomena covers three aspects: (i.) what is the status of the “folk theory”? (ii.) what is the relation between the folk theory and the scientific theory?, (iii.) can explanatory gaps be closed?

Financed sum (2007-2009): 582 000

Principal investigator: Daniel Cohnitz

Senior personnel: Bruno Mölder, Juho Petteri Ritola, Andres Soosaar, Gea Köverjalg, Veiko Palge, Jean-Louis Hudry, Jaan Kangilaski

R&D institution Institution: Institution University of Tartu, Faculty of Philosophy

Project ETF7946

Estonian Science Foundation’s grant

The title of project: Constructive realism in the conception of models-based scientific theory

Project start 01.01.2009
Project end 31.12.2012

Research field and speciality:

2. Culture and Society 2.1. Philosophy H120 Systematic philosophy, ethics, aesthetics, metaphysics, epistemology, ideology 6.3. Other humanities [philosophy (including the history of science and technology), arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic “research” of any kind, religion, theology, other fields and subjects per

2. Culture and Society 2.1. Philosophy H150 Philosophy of special sciences 6.3. Other humanities [philosophy (including the history of science and technology), arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic “research” of any kind, religion, theology, other fields and subjects per
Summary in English: The main objective of the project is to achieve certain clarity as to the understanding of the content and importance of scientific theory as one of the main categories of the philosophy of science in the new situation of today’s philosophy of science which can be characterized by leaving all the traditional frameworks of logical and semantic analysis of physical theories behind and concentrating on the actual practice of different scientific fields. The current project proceeds from the viewpoint that the justified expansion of the context of philosophy of science should not make the notion of science vague nor the role of philosophy of science unclear nor place scientific theory as the category of philosophy of science and the necessity of seeing science as a specific type of cognition in doubt. The research concentrates upon the conception of models-based scientific theory as a constructive approach (which is the continuation of the research of constructivism of the previous project) from the viewpoint of “actual working of science”, but offers also a developed form of this approach as constructive or practical realism. The project proceeds from the comprehension that although there is no reason to identify science in general with physics and scientific theory with physical theory, it would similarly be unreasonable to think that there is nothing in physics or physical theory (the scientificity of which cannot be denied by anyone) that is characteristic of a type of cognition called science and which enables to differentiate it from other types of cognition. In order to describe science as a specific type of cognition and scientific theory as a category of philosophy of science, both physics and other sciences must be analyzed from the aspect of invariant practical activity characteristic of all of them. The novelty of the approach of the current project also lies in the application of a theoretical model, which has been developed earlier and determines phi-science which is an idealized physics-like science. It is a model and is therefore not identical with real science, but is an abstract non-linguistic object that is similar to the real object only in certain respects and to certain degrees, but which can be used as the means of researching the real object. Empirical case studies will also be involved, as are dialogues with scientists, historians of science and sociologists of science.

Financed sum (2009): 252 000
Principal investigator: Rein Vihalemm
Senior personnel: Endla Lõhkivi, Piret Kuusk, Veiko Palge, Ave Mets
R&D institution Institution: Institution University of Tartu, Faculty of Philosophy

Project ETF JD123
Estonian Science Foundation’s postdoc grant
The title of project: Logical pluralism, pragmatics, and the epistemic principle of non-contradiction
Project start 09.01.2008
Project end 31.08.2011
Research field and speciality:
Summary in English: The project “Critical analysis of relativism and pluralism regarding truth, knowledge, norms and values”, Targeted Financing Application No SF0180110s08, at the Department of Philosophy, University of Tartu, investigates the tenability of epistemic pluralism. The proposed project will be part of this research. The tenability of epistemic pluralism is assumed to depend on whether it can be spelled out as a coherent position that does not collapse into a relativism about truth. One notorious problem is, whether epistemic pluralism can interpret so-called “logical principles” in a way that is coherent with logical epistemic pluralism. E.g. the Principle of Non Contradiction (PNC) is usually considered to be a basic semantic principle of logic. If we consider PNC as a truth of (classical) logic, and its negation as a truth of paraconsistent logic, we will, as logical pluralists either be forced to say that PNC and its negation are both true, or forced to be relativists about logical truths. One option to circumvent this problem, which will be investigated in more detail in the proposed project, consists in a reinterpretation of logical principles. Logics can be approached from a pragmatic angle, considering the way speakers use a given language through their utterances and beliefs. Aristotelian logic provides us with the best illustration, which goes against its traditional interpretation in mathematical logic. Indeed, Aristotle’s logic pertains to a spoken language, whose sentences exist only embedded in particular utterance contexts. Therefore, the syntax and semantics of sentences cannot be dissociated from the pragmatics of their utterances; and it is the conventional use of a language that determines its logic. The aim of the project is to spell out this new interpretation of Aristotelian logic and to prove its fruitfulness in application to logical pluralism.

Financed sum: 790 000

Principal investigator: Jean-Louis Hudry

R&D institution: University of Tartu, Faculty of Philosophy

**Project EMP31**

**EMP (European Economic Area) project**

**The title of project: New ethical frameworks for genetic and electronic care record databases**

Project start: 01.04.2008

Project end: 31.12.2010

Research field and speciality:

2. Culture and Society 2.1. Philosophy H120 Systematic philosophy, ethics, aesthetics, metaphysics, epistemology, ideology 6.3. Other humanities [philosophy (including the history of science and technology), arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic “research” of any kind, religion, theology, other fields and subjects per
Summary in English: Generally, medical ethics, and more recently bioethics, have largely in the West been guided by values of liberal individualism thus stressing every person's voluntary decision-making capacity as the supreme value in research and medical practice. Both traditional medical ethics and bioethics promised to pay the highest respect to the autonomy, privacy and equality of each person. However, the developments in genetics and the initiatives to set up population based genetic databases during the last decades of the 20th century increasingly questioned the applicability or rather the sufficiency of the individual-centred value discourse as the sole ethical framework of guidance in these areas. Challenges raised by genetics and both its actual and potential applications pointed towards the relevance of other values, of more communal and collective type, in guiding our moral reasoning in topics as diverse as cloning, genetic testing and pharmacogenetics. The same kind of movement took place in public health. The initiatives for improving public health care, such as e-health projects (the aim of which is to make all medical records available in internet (such as Estonia's e-health project which will be launched in 2008) also showed the limits of the liberal individual-centered ethical frameworks and made clear that public interest may be a strong argument for moving towards more communal ethical decision-making. In this project we will study this change in ethical frameworks. We will elaborate on the following questions: Is there a clear need for new ethical frameworks for genetic and health sector databases? What kind of ethics will be most suitable to meet the needs of science and new challenges of public health care? Do new advances in science and technology force medical ethics towards a more communitarian ethics or towards an ethics of care, going beyond that of individual autonomy and private interest. Will this new ethics be more suitable to encourage civic participation for the public welfare? And will it be still able to respect the individual liberty and autonomy and protect the individuals against breaches of confidentiality and discrimination. With the help of the current grant we would like to promote cooperation between the researchers of the Centre for Ethics, University of Tartu, Centre for Ethics at the University of Iceland and Centre for the Study of the Sciences and the Humanities, University of Bergen, Norway.

Sum: 718 200

Principal investigator: Margit Sutrop


R&D institution: Institution University of Tartu, Faculty of Philosophy

7th Framework Program project

The title of project: ETHICSWEB: Interconnected European Information and Documentation System for Ethics and Science: European Ethics Documentation Centre

Project start: June 2008

Project end: February 2011
Summary in English:

Societal acceptability of scientific research requires sound ethical reflection. The complexity of modern sciences and the rapid progress in research and development require that up-to-date information is available in order to make such reflection possible. Moreover, the European society is characterised by a rich plurality of ethical, legal and cultural traditions. This plurality, all the more, calls for an intensive exchange on normative aspects of science. If the European Research Area is to fully realise its potential to become a leading place of innovation worldwide that is at the same time fully integrated within the European society and that is based on a set of shared European values, it is essential that scientific development is underpinned by highly informed ethical reflection and normative exchange. It is the overall aim of ETHICSWEB to stimulate an enhanced democratic debate on ethical issues of science and to promote a more engaged and informed public.

- Therefore, existing information and documentation systems will be connected to allow and ensure an easy access to comprehensive information on science and ethics.
- At the same time sophisticated tools, both technical and semantic, will be applied or – if necessary developed – to make the huge amount of information available for all parties involved in the debate.
- ETHICSWEB will be a common European reference focal point for decentralized information made available in different European member states, regional providers and centres and by international organizations.

This is the only way to reflect and stimulate the cultural, legal, and ethical diversity in the whole of Europe.

**Financed sum:** 35 740 EUR

The project involves 17 partners. The coordinator of the project is the German Reference Centre for Ethics in the Life Sciences (DRZE). The Estonian coordinator is Professor Margit Sutrop from the Centre for Ethics of the University of Tartu.

**R&D institution:** University of Tartu, Faculty of Philosophy

**7th Framework Program project**

**The title of project:** Transdisciplinary Approach to the Emerging Challenges of Novel Technologies: Lifeworld and Imaginaries in Foresight and Ethics (TECHNOLIFE).

**Project start:** 01.03.2009

**Project end:** 30.11.2011

**Research field and speciality:**

1. Biosciences and Environment 1.12. as well as Biotechnology, Molecular Biology, Cell Biology, Biophysics and Economic and Technological Research relating to the above fields

2. Culture and Society 2.1. Philosophy

3. Natural Sciences and Engineering 4.7. Telecommunications
Summary in English:

The TECHNOLIFE (a Transdisciplinary approach to the Emerging Challenges of Novel technologies: Lifeworld and Imaginaries in Foresight and Ethics) project will approach the SiS 5.1.1.2 call by developing new ethical frameworks to address ethical concerns of Europeans in relation to three technological fields: ICTs, Geographical Imaging Systems and converging technologies to enhance the human body. It will supply valuable insights on how issues of ethical concern to groups, publics and citizens can be considered in EC policy in the three technological fields.

We propose a novel approach to the research on ethical frameworks, using the concept of imagined communities as a way of getting to ethical concerns in ways that do not unduly suppress their complexity, heterogeneity and communicatively challenging character. The emphasis on information, communication and perception enhancing technologies is appropriate since these are strong promoters in the ongoing restructuring of social groups and imaginaries that go to make up the future Europe. They also transform the very meaning of human sociability, identity, communication and community in ways that pose great challenges to ethical theory and ethics for policy.

Dominant imaginaries, ethical concerns and broad technological developments will be described deploying insights from a number of disciplines. These will be fed into an online database where they will be used for deliberation by a number of invited participants from concerned groups and publics. The results of the process will be analysed and interpreted to identify central imaginaries and their related arguments and viewpoints among the relevant groups. The qualitative data will then be used to: 1) develop new ethical frameworks fitted to the social and analytic level of imagined communities; 2) provide guidelines for the EC on policy in the three technological fields; 3) establish a web portal that can be used for further deliberation on the three fields, and 4) supply documentation on the overall process to be used for the development of ethical frameworks in other technological fields.

Financed sum: 43 512 EUR.

Partners: The co-ordinator of the project is the University of Bergen. The Estonian coordinator is Professor Margit Sutrop from the Centre for Ethics of the University of Tartu. The partners are Univ. Autonoma de Barcelona; Cardiff University; Universite de Versailles Saint-Quentin-en-Yvelines; University of Copenhagen; Lancaster University; European Commission – Joint Research Centre.

R&D institution: University of Tartu, Faculty of Philosophy

7th Framework Program project

The title of project: Rising pan-European and International Awareness of Biometrics and Security Ethics (RISE)

Project start: 01.03.2009
Project end: 29.02.2012
Research field and speciality:

1. Biosciences and Environment 1.12. as well as Biotechnology, Molecular Biology, Cell Biology, Biophysics and Economic and Technological Research relating to the above fields

2. Culture and Society 2.1. Philosophy


H155 Moral science
B110 Bioinformatics, medical informatics, biomathematics, biometrics
P170 Computer science, numerical analysis, systems, control
P175 Informatics, systems theory
T120 Systems engineering, computer technology
T180 Telecommunication engineering

Summary in English:

Rising pan-European and International Awareness of Biometrics and Security Ethics (RISE) is a 36 month CSA (coordinating), which aims to promote pan-European and International Awareness on Ethical Aspects of Biometrics and Security Technologies. In particular the project aims to, to deepen, enlarge, and ensure continuity to transnational (European) and international dialogue already instigated by the international conferences on ethics and biometrics organised by the EC DG Research and the US DHS Privacy Office respectively in Brussels and Washington DC in 2005 and 2006. RISE’s framing point is the new political landscape created by the Treaty of Lisbon of the European Union. The EU is now on the verge of a multifaceted reform of its decision-making rules for security, which may have deep ethical and political implications. RISE will address these issues.

The project is based on three main ideas:

• Dialogue must be global
• Policy must be ethically informed
• Conversation must be ongoing

These ideas have led to the generation of three strategic objectives,

O1: preparing and convening a third international conference in China
O2: preparing and convening a European multi-stakeholder conference;
O3: preparing and convening a fourth international conference in Europe

Financed sum: 62 873 EUR

Partners: The coordinator of the project is the Centre for Science, Society and Citizenship (Italy). The Estonian coordinator is Professor Margit Sutrop from the Centre for Ethics of the University of Tartu. Partners: Aristotle University of Thessaloniki; Biometric Research Centre (China); Centre for Policy on Emerging Technologies (USA), Cesagen (UK), Global Security Intelligence (USA), European Biometric Forum (Ireland), Nasscom-DSCI (India), National Cash Register Company (UK) and Centre for Ethics of Tartu University.
Nordic Spaces grant “The Nordic Model of Democracy: Diffusion, Competition, Europeanisation”.

The title of project: The discursive context of political processes: norms and parameters

Project start: 01.11.2007
Project end: 31.12.2011

Summary in English:

The project concerns the Nordic "model" of democracy -- defined in terms of both institutional patterns and the values with which political discourse is laden -- and its relation to the Baltic states. Our interest is in whether elements of the model have diffused into political institutions and processes in these recently democratised Baltic neighbours; or, alternatively, whether the process of Europeanisation has offered competition to the Nordic template; or, indeed, whether either source of change has had much impact. Specifically, we focus on (1) constitutional structures, (2) mechanisms of parliamentary control and scrutiny, (3) political parties and (4) the rhetorical parameters of political debate.

Financed sum: 70 000 EUR

Partners: Grant holder: Dr. Nicholas Aylott, School of Social Sciences, Södertörn University College. The Estonian coordinator is dr Kadri Simm from the Centre for Ethics of the University of Tartu. Partners: Department of Political Science, Umeå University, Department of Political Science, Greifswald University; Centre for Ethics, University of Tartu

R&D institution: University of Tartu, Faculty of Philosophy

National Program


Financed sum: 1 116 000

3. Short list of previous grants and projects


• VolkswagenStiftung grant: Foundation of the interdisciplinary Centre for Ethics at Tartu University, 2001-2006, in cooperation with University of Konstanz, prof. Margit Sutrop. Sum: 3 129 320 EEK

• Ministry of Social Affairs: Delivering expert opinion to the use of the personal data in the digital health record system in the context of biomedical ethics, 2006-2007, prof. Margit Sutrop. Sum: 860 000 EEK

• Open Estonian Foundation grant: The editing and publishing of the Handbook on Codes of Ethics, 2006-2007, prof. Margit Sutrop. Sum: 100 000 EEK

• Environmental Investment Centre: The key texts of environmental ethics, 2006-2007, prof. Margit Sutrop. Sum: 129 100 EEK


• UNESCO: Ethics portal: collecting and offering information about ethics of science and bioethics to Estonian and international users, 2007-2008, prof. Margit Sutrop. Sum: 333 000 EEK

• Nordic Academy for Advance Studies (NorFA) grant: The Ethics of Genetic and Medical Information, 2005-2006, prof. Margit Sutrop. Sum: 155 292 EEK

• 6th Framework Program: Feasibility study for an Advanced Systematic documentation, information and communication Tool in the field of Ethical issues in science, Research and technology (FASTER), 2004-2005, prof. Margit Sutrop. Sum: 691 824 EEK


• European Social Fund Measure 1.1 project: Transforming the training and research in theoretical philosophy at the University of Tartu to correspond the highest international standards via inviting a guest professor to Estonia, October 2005 – October 2008, dr. Endla Lõhkivi. Sum: 2 939 948,70 EEK


• Basic financing: Information and representation, 2007-2008, prof. Daniel Cohnitz. Sum: 600 000 EEK


• ESF grant: 6084 The Role of Estonian- and Foreign Language Printed Matter in the Raising and Formation of National Consciousness and Consolidation of Nation: Publication, Dissemination, and Reading from the Beginning of the XIX Century to the Creation of the Estonia. Prof. Ülo Matjus (as senior personnel).
Appendix 35. International conferences, seminars and workshops organized by Department of Philosophy [and Centre for Ethics] 2003-2008

26.06.-28.06.2009 – Analytic Philosophy Summer Camp, organized by Department of Philosophy of University of Tartu and the Seminar of Analytic Philosophy

24.05-30.05.2009 – NordForsk Research Training Course: Analytic and Continental Ethics, organized by Department of Philosophy (Chair of Practical Philosophy) of University of Tartu and Department of Social and Moral Philosophy of University of Helsinki.


26.09.2008 – International conference “Upholding Common Values” dedicated to the 90th anniversary of the Republic of Estonia, organized by the Centre for Ethics of University of Tartu in collaboration with the Estonian Ministry of Education and Research.

08.09-09.09.2008 – International conference “Creator. Ethics. Play”, organized by the Centre for Ethics of University of Tartu in collaboration with the Foundation of the Estonian Theatre Festival and the Association of Estonian Researchers of Theatre.

27.08-31.08.2008 – International conference “Logical Pluralism Conference”, organized by the Department of Philosophy (Chair of Theoretical Philosophy).

20.08-23.08.2008 – 22nd ESPMH conference “European bioethics in a global context”, organised by the European Society for Philosophy of Medicine and Healthcare (ESPMH) and the Centre for Ethics, University of Tartu.

10.06-13.06.2008 - Gottlob Frege Lectures in Theoretical Philosophy: Paul Boghossian “Objective Knowledge”. Organized by Department of Philosophy (Chair of Theoretical Philosophy).

05.06 – 07.06.2008 – 4th Annual Conference of Estonian Philosophy “The Roots and Offshoots of Estonian Philosophy”, organized by Department of Philosophy.

31.05-01.06.2008 - The Nordic Workshop in Early Modern Philosophy 2008, organized by Department of Philosophy (Chair of History of Philosophy).

23.05.2008 – International conference “What is Happiness?”, organized by Centre for Ethics and Finnish Institute in Estonia, with support from the Estonian Ministry of Education and Research.
01.10-03.10.2007 – International workshop “Truth”, organized by Chair of Philosophy of Science and Logic of the University of Konstanz and Department of Philosophy, Chair of Theoretical Philosophy.

28.09-29.09.2007 – International conference “Transforming Sovereignties - The concept of sovereignty in the field of tension between power and law”, organized by Centre for Ethics, Faculty of Social Sciences, Faculty of Law, Institute of Government and Politics.

13.09.2007 – International joint bioethics seminar “Ethical and legal issues of biotechnology and biomedical research”, organized by Centre for Ethics with University of Tübingen.

10.09-15.09.2007 International graduate summer school “Bioethics in International Perspective”. Organized by the Centre for Ethics with University of Tübingen.

19.08-31.08.2007 – International summer school “Formal Methods in Philosophy and Linguistics”. Organized by Department of Philosophy (Chair of Theoretical Philosophy)

13.06-14.06.2007 – International workshop “Externalism, Conceptual Analysis, and the Methods of Modern Philosophy”, organized by Department of Philosophy (Chair of Theoretical Philosophy) with University of Turku.

26.05-29.05.2007 – International workshop “Haunted Narratives – The Politics and Poetics of Identity Formation and Life Writing”. Organized by Centre for Ethics with English Department of University of Berne

09.05-10.05.2007 – International conference “Science studies: aims and methods”, organized by Department of Philosophy (Chair of Philosophy of Science), Estonian Union of History and Philosophy of Science, Institute of Humanities and Social Sciences of Tallinn Technical University, Faculty of Humanities and Social Sciences of International University Audentes and British Council.


06.02.2007 – International conference ”Reflective Estonia: values and choices”, organized by Centre for Ethics with Ministry of Education and Research and Eesti Päevaleht

27.11-08.12.2006 – International seminar of 7th Framework program project UPGEM (Understanding Puzzles on Gendered European Map), organized by the Department of Philosophy (Chair of Philosophy of Science) and project partners.

18.-22.06.2006 – International ethics seminar “E-Education in Research Ethics”, organized by Centre for Ethics and Union College, Albany, USA and University of Vilnius.
26-27.05.2006 – International conference “Ethics: interdisciplinary approaches”, organized by Centre for Ethics.

15.-17.12.2005 – International conference "Human Nature as the Basis of Morality and Society in Early Modern Philosophy", organized by the Department of Philosophy of University of Tartu and Department of Moral and Political Philosophy of University of Helsinki.

12.12.2005 – Seminar “Violence around me”, organized by Institute of German Culture, Foundation Domus Dorpatensis and the Centre for Ethics.

25.11.2005 – UNESCO ethics seminar ”Ethics around the world”, organized by Division of Ethics of Science and Technology of UNESCO and Centre for Ethics.

24.-25.11.2005 – International seminar „Knowledge Creation in the Circumstances of Commercialization of the Universities”, organized by the Department of Philosophy (Chair of Philosophy of Science) and Centre for Ethics.


13.10.2005 – Seminar “Arguments in Scepticism”, organized by the Department of Philosophy (Chair of Philosophy of Science).

16.09.2005 - Conference about alternative and evidence based medicine, organized by the Estonian Medical Association, Ethics Committee of the Tartu University Clinic Foundation, the Centre for Ethics of the University of Tartu and Estonian Council of Bioethics

5-8.09.2005 – International Berkley conference, organized and supported by the International Berkeley Society, Centre for Ethics of University of Tartu, Institute of Humanities and Social Sciences of Tallinn Technical University

26.-28.05.2005 - 1st Estonian Annual Conference of Philosophy “The Power and Powerlessness of Philosophy”, organized by the Centre for Ethics and the Department of Philosophy of the University of Tartu.

29.04.2005 – International seminar “Ethics in Science“ and scientific visit of Ernst Schering Research Foundation’s Board of Trustees, organized by the Centre for Ethics.

29-30.02.2005 - International conference for pupils “Minority Rights, Majority’s Will - How to Live Without Conflicts in Multicultural Europe?”, organized by the Centre for Ethics in co-operation with the Estonian Philosophy Teachers Association.

27.09.2004 – International conference “Science and Knowledge Based Society” (part of the 8th German-Estonian academic week Academica), organized by the Centre for Ethics.
23.09.2004 – International seminar “Causal Explanation in Science”, organized by the Department of Philosophy (Chair of Philosophy of Science).

23.04.2004 – International workshop “Models in science and philosophy of science”, organized by the Department of Philosophy (Chair of Philosophy of Science).

01.12.2003 – Workshops (11.11-01.12.2003) and international conference “How to avoid violence in school?”, organized by the Centre for Ethics and Foundation Domus Dorpatensis.

16.08-20.08.2003 – 7th summer symposium of the International Society for the Philosophy of Chemistry (ISPC), organized by the Department of Philosophy (Chair of Philosophy of Science) with Institute of Humanities and Social Sciences of Tallinn Technical University and International University Audentes.

13.-14.06.2003, international symposium “In search of common values”, organized by Centre for Ethics in cooperation with the Foundation Domus Dorpatensis.
Appendix 36. International guest lecturers and invited speakers in Department of Philosophy and in the Centre for Ethics

Spring 2009
- Russ Shafer-Landau (University of Wisconsin, USA) – NordForsk Research Training Course: Analytic and Continental Ethics (analytic ethics)
- Olli Loukola (University of Helsinki, Finland) - NordForsk Research Training Course: Analytic and Continental Ethics (analytic ethics)
- Hans Ruin (Söderton University Collage, Sweden) - NordForsk Research Training Course: Analytic and Continental Ethics (continental ethics)
- Kristian Klockars (University of Helsinki, Finland) - NordForsk Research Training Course: Analytic and Continental Ethics (continental ethics)
- Mikko Leinonen (Finland) – course “Carnap and Logical Empiricism”

Autumn 2008
- Seppo Helakorpi (Vocational Teacher Education College in Hämeenlinna, Finland)
- Merle Schwartz (USA, Character Education Partnership)
- Kaye DeMetz (Bergen Community Collage, USA) – “Theatre as Social Barometer”
- Outi Lahtinen (Finland) – The Ethics of a Performance and the Logics of the Reception - Kristian Smeds and The Unknown Soldier in The Finnish National Theatre
- Marshall Gregory (Butler University, USA) – „Narrative and dramatic structures, moral and ethical shapes”
- Nancey Murphy (Fuller Theological Seminary, USA) – "Alasdair MacIntyre's Role in the Development of Contemporary Philosophical Ethics"
- JC Beall (University of Connecticut, USA) – „Logical Pluralism, Validity, and Truth-Preservation”
- Manuel Bremer (University of Düsseldorf, Germany) – „What is Logical Pluralism?”
- Hartry Field (New York University, USA) – „Pluralism and Evaluativism in Logic”
- Per Martin-Löf (University of Stockholm, Sweden) – „Is Logic about Consequence?”
- Peter Pagin (University of Stockholm, Sweden) – „Universalist and Actualist Consequence”
- Dag Prawitz (University of Stockholm, Sweden) – „Kinds of Pluralism in Logic”
- Graham Priest (University of Melbourne, Australia) – „Logical Pluralism: Another Application for Chunk and Permeate”
- Agustín Rayo (MIT, USA) – „Towards a Trivialist Account of Logic”
- Stephen Read (University of St Andrews, UK) – „General Elimination Harmony and the Meaning of the Logical Constants”
- Greg Restall (Melbourne) – „Pluralism and Proofs”
- Marcus Rossberg (St Andrews / Connecticut) - Pluralism about Logic Proper
- Johan van Benthem (Amsterdam / Stanford) - Logical Pluralism Meets Logical Dynamics
- Dag Westerståhl (Gothenburg) - Kinds of Pluralism in Logic

ESPMH keynote speakers
- Ruth Chadwick (Cardiff University, UK) - “Harmonisation and standardisation in ethics and governance: conceptual and practical challenges”
- Soraj Hongladarom (Chulalongkorn University, Thai) - “A Buddhist Perspective on Privacy”
- Godfrey B. Tangwa (University of Yaounde 1, Cameroon) - “Cultures and Universal Values in Our Globalizing World”
- Ruth Macklin (Albert Einstein College of Medicine, New York, USA) - “Cultural and Ethical Relativism in Global Health: Can bioethics be culturally sensitive yet avoid the pitfalls of ethical relativism?”

Spring 2008
- Paul Boghossian (New York University, USA) – Gottlob Frege lecture series “Objective Knowledge”
- Maija Kallinen (University of Oulu, Finland) – “Natural Philosophy in 17th-century Sweden”
- Heiner Schwenke (University of Basel, Switzerland) - Star of the first magnitude within the philosophical world. Introduction to life and work of Gustav Teichmüller (1832-1888)
- Gottfried Gabriel (University of Jena, Germany) - Gustav Teichmüller and the systematic significance of studying the history of concepts
- Markku Roinila (University of Helsinki, Finland) - Imagination and Perfection in Leibniz's Philosophy of Mind
- Peter Myrdal (University of Uppsala, Sweden) - Leibniz on Self-Knowledge
- Vili Lähteenmäki (University of Jyväskylä, Finland) - Reflection as the Source of Simple Ideas in Locke
- Jani Hakkarainen (University of Tampere, Finland) - Hume's Scepticism and Realism
- Markku Ojanen (University of Tampere, Finland) – Paradox of happiness?
- Esa Mangeloja (University of Jyväskylä, Finland) – Economics of Happiness
- Marc Hight (Hampden-Sydney College, USA) – courses “Descartes, Spinoza, Malebranche” and “Philosophy of Social Science”

**Autumn 2007**
- Maria E. Reicher (University of Graz, Germany) – "The Ontology of Fictional Characters"
- David McLellan (Goldsmiths’ College, University of London, UK) – lectures "The Young Marx Revisited” and "Marx's Critique of Religion”
- Manuel Bremer (University of Düsseldorf, Germany) – “Why and How to be a Dialetheist”
- Volker Halbach (University of Oxford, UK) – “Necessities and Necessary Truths”
- Wolfgang Freitag (University of Konstanz, Germany) – “Truthmakers (are indexed combinations)”
- Holger Leerhoff (University of Konstanz, Germany) – “Bradley’s regress, Russell’s states of affairs and some general remarks on the problem”
- Wolfgang Spohn (University of Konstanz, Germany) – “Two-Dimensional Truth”
- Juho Ritola (University of Turku, Finland) – “Epistemic and Logical Circularity”
- Bernd Rüthers (University of Konstanz, Germany) – "Hitlers Militärelite - oder: Die Vergänglichkeit von Geschichtsbildern" [German-Estonian academic week Academica]
- Gereon Wolters (University of Konstanz, Germany) – "The Stuff that Life is Made on: Philosophical Conceptions of the Living" [German-Estonian academic week Academica]
- David Townend (UK) – "What Sort of Framework Does or Should Law Provide for Biotechnology?"
- Glenn McGee (USA)- "The Death of International Consensus on Bioethics: Why There is No Hope for a Strong International Perspective"
- Marc Hight (Hampden-Sydney College, USA) – courses “Sci-Phi: Philosophy Through Science Fiction” and “The Philosophy of Leibniz”

Spring 2007

Lectures at the international summer school “Formal Methods in Philosophy and Linguistics”:
- Peter Bosch (University of Osnabrück)
- Wolfgang Heydrich (University of Hamburg)
- Leon Horsten (University of Bristol)
- Karl-Georg Niebergall (Univestity of Munich)
- Ahti-Veikko Pietarinen (University of Helsinki)
- Sandor Kariko (Hungary, University of Szeged) – „The Collective Memory in Post-Stalinist Societies: Guilt and Forgiveness in Transition”
- Sören Häggqvist (University of Stockholm, Sweden) – “Thought Experiments and Two-Dimensionalism”
- Åsa Wikforss (University of Stockholm, Sweden) – “Externalism, Kind-Dependence and Dry Earth”
- Henry Jackman (York University, Toronto, Canada) – “Concepts, Conceptual Analysis and Philosophical Methodology”
- Jussi Haukioja (University of Turku, Finland) – “Externalism and Conceptual Analysis”
- Hans-Joachim Hannich (Germany, University of Greifswald) – “The bladder in room 12 or: behind each disease is a person. An introduction into Medical Psychology“
- Harry M. Collins (University of Cardiff, UK) – “The Periodic Table of Expertises”
- Martin Kusch (University of Cambridge, UK) – “Testimony and the value of knowledge”
- Lena Eriksson (University of York, UK) – “Standardising the Known Unknown – between Difference and Variation in Human Embryonic Stem Cell Research”
- Kristina Rolin (Helsinki Business School, Academy of Finland) – “Towards a Stakeholder Theory of Scientific Knowledge”
- Wolfgang Künne – lecture ”Varieties of Deception” and lecture series „Conceptions of Truth”
- Erkki Hulkki (Finland) – “Media, values, identity and art education – Finnish experience”
- Alan Baker (USA, Swarthmore College) – courses “Explanation in Science” and “Nominalism in Mathematics”

**Autumn 2006**
- Hubert Schleichert (Germany) – ”Remarks on Discrimination and Limits of Toleration“ and ”4 Lectures on Confucius and Laozi“
- Glen Stassen (Fuller Theological Seminary, USA) – „The Ethics of Peacemaking“

**Spring 2006**
- Sören Holm (University of Cardiff, UK) – “Quantitative research methods in bioethics/research ethics”
- Salla Löjtjönen (University of Manchester, UK) – “Research Ethics Committees functioning in different European countries”
- Jürgen Mittelstrass (University of Konstanz, Germany) – “The future of the university and the concept of transdisciplinarity”
- Dieter Birnbacher (University of Düsseldorf, Germany) – “What motivates us to care for the (distant) future?”
- Hub Zwart (University of Nijmegen, Netherlands) – “The impact of the Human Genome Project on our self-image: implications for societal research and debate”

**Autumn 2005**
- Juha Tuunainen (University of Helsinki, Finland) – „Combining academic work and business activity - squaring the circle?”
- Reijo Miettinen (University of Helsinki, Finland) – „Innovation policy, the third mission of university and the commercialization of university research results”
- Paul McLaughlin (Ireland) – “An Introduction to Social Ecology”
- Per Ariansen (University of Oslo, Norway) – „Trust, Necessity and the Environment”
- Daniel Cohnitz (Germany) – "Thought Experiments in Ethics"
- Markus Lammenranta (University of Helsinki, Finland) – "Pyrrhonian problematic"
- Jonathan Wolff (University College London, UK) – "Disadvantage and Respect“
- Dietrich von Engelhardt (University of Lübeck, Germany) – Principles and Values in Medical Humanities
- Bertil Belfrage (Sweden) – “The Biased Presentation of Berkeley’s Works”
- Tom Jones (UK) – “Towards a New Biography of Berkeley”
- Geneviève Brykman (France) – “Berkeley’s Premises for a Theodicy”
- Timo Airaksinen (Finland) – “Berkeley’s Corpuscular Theories in Siris”
- Talia Bettcher (USA) – “Berkeley on the Privacy of Sensible Ideas”
- Marc Hight (USA) – “Berkeley on Ideas, ‘Fleeting, indeed, and change able’”
- Jorgen Huggler (Denmark) – “Berkeley’s Criticism of the Distinction between Primary and Secondary Qualities”
- Margaret Atherton (USA) – “Berkeley on Sensitive Knowledge”
- Wolfgang Breidert (Germany) – “Prejudice and Suggestion”
- Robert Schwartz (USA) – “Heterogeneity and the Man Born Blind”
- Michael Allers (USA) – “A Worry About Divine Perception in Berkeley”
- Stephen Daniel (USA) – “The Berkeley-Leibniz Relation”
- Charles McCracken (USA) – “Berkeley and Leibniz”
- Laurent Jaffro (France) – “Ferrier’s Reading of Berkeley: A Reappraisal of Reidian Historiography”
- Tom Stoneham (UK) – “Berkeley’s ‘Esse is Percipi’ and Collier’s ‘Simple’ Argument”
- Georges Dicker (USA) – “Anti-Berkeley”
- Miles MacLeod (Netherlands) – “The Formalist Interpretation of Berkeley’s Philosophy of Mathematics”
- Richard Brook (USA) – “Berkeley and Husserl on Geometrical Demonstrations”
- Luc Peterschmitt (France) – “Berkeley and Natural Philosophy: the Problem of Chemistry”

Spring 2005
- Ilkka Niiniluoto – “The Challenge of Interdisciplinarity” and “Karl Popper’s World 3 as an Ontological Theory of Culture”
- Juha Räikkä – “Purposeful Remorse”, Arto Repo “On the Problem of the Many” [joint seminar with the dep. of phil., Uni. of Turku]
- André Gonçalo Dias Pereira – ”Medical malpractice and civil liability in Portugal”
- Timo Airaksinen – seminars “Happiness, Welfare and Good Life”
- Günter Stock - “The Role of Ethics from the Viewpoint of Natural Sciences”

Autumn 2004
- Petri Ylikoski – Causal Explanation in the 21st century
- Ananta Kumar Giri - “A Moral Critique of Development”
- Jan Erixon - “Somebody Visited My Soul – Dostoevsky’s Moral-Religious Conversion”
- Paul Hoyninguen-Huene – “Multi-, inter-, or transdisciplinarity?” [academica]
- Carl Friedrich Gethmann - “Knowledge and Power. Scientific-Ethical Prudentials” [academica]

Spring 2004

- Olli Loukola - “Robert Nozick and Morality for Individuals” [GWE]
- Juha Räikkä - “John Rawls’ Theory of Justice” [GWE]
- Vilhjalmur Arnason – “Existence and Interaction: The Discourse Ethics of Habermas” [GWE]
- Theda Rehbock – “Immanuel Kant’s ‘Grundlegung zur Metaphysik der Sitten’ as a Critique of Morals” [GWE]
- Olli Koistinen – “Spinoza on Good and Evil” [GWE]
- Herlinde Pauer-Studer – “Moral Philosophy of David Hume” [GWE]
- Michael Akeroyd (Bradford College, UK) - “Predictions, Retrodictions and Chemistry: Some 20th Century Examples”
- Paul Bogaard (Mount Allison University, Canada) - “G. N. Lewis and the Reconciliation of Theoretical Chemistry”
- Werner Brandt (University of Wisconsin, USA) - “Chemistry in Liberal Education: the Curse of Oversimplification”
- Joseph E. Earley (Georgetown University, USA) - “Why There Is No Salt in the Sea”
- Rom Harré (Georgetown University, USA and University of Oxford, UK) - “Essences Revisited”
- Robin F. Hendry (University of Durham, UK) - “Reference and Chemical Kinds”
- Ko Hojo (Chiba, Japan)- “Kitaro Nishida Considered in Philosophy of Chemistry”
- Claus Jacob (University of Exeter, UK) - “Historical and Logical Aspects of Chemical Arguments”
- Slawomir Michalak (University of Medical Sciences, Poznan, Poland) - “Concentric Patterns in Brain: A Thermodynamic Aspect of the Disease”
- Paul Needham (University of Stockholm, Sweden) - “Mixtures and Modality”
Alexandr A. Pechenkin (Institute of the History of Science and Technology, Moscow, Russia) - “How to Understand the History of the Belousov-Zhabotinsky Reaction”

Eric Scerri (University of California, Los Angeles, USA) - “Philosophical Aspects of Periodic Classification and the Quest for the Best 2-D Representation”

Joseph Simonian (University of California, Santa Barbara, USA) “Water Ain’t Necessarily H\textsubscript{2}O”

Maria P. Tselykh (Taganrog State Pedagogical Institute, Russia) - “The ‘Conceptual Systems of Chemistry’ in Teaching Chemistry”

Jaap van Brakel (Catholic University of Leuven, Belgium) - “On the Inventors of XYZ”

**Autumn 2003**

- Jürgen Mittelstrass - Education (Bildung) and Humanity

**Spring 2003**

- Hubert Schleichert – seminar courses on contemporary philosophy “Selected texts from the work of Hannah Arendt” and practical philosophy “Introduction to argumentation theory”, lectures “Philosophical reflexions on war and peace”, “On responsibilty and shifting responsibility”

- Tiina Kirss – “Body, psychoanalysis and philosophy”, “Facing strangers: Julia Kristeva, ethics and exile”
1. General information

*Studia Philosophica Estonica* (SPE) is a peer-reviewed journal that publishes scholarly articles in English, German, and Estonian. The journal is open to contributions from any country and in all areas of philosophy. SPE is published primarily as an online journal and it is listed in the *Directory of Open Access Journals*. SPE is published in "volumes". One volume consists of an issue that contains all "open submissions" of one year, comprising all articles accepted between January 1 and December 31 of that year, and 1-2 special issues dedicated to particular topics. Some of the special issues may appear in print. The journal in its current form was established in 2007. First volume appeared in 2008. *SPE* is the successor of *Acta et Commentationes Universitatis Tartuensis, Papers on Philosophy*, and *Studia Philosophica*.

2. Editorial team

Editors: Roomet Jakapi (Editor in Chief), Daniel Cohnitz (Theoretical Philosophy), Eduard Parhomenko (History of Philosophy), Kadri Simm (Practical Philosophy), Mats Volberg (Managing Editor).

Advisory Board: Jüri Allik (Tartu, Estonia), Ruth Chadwick (Cardiff, UK), Günter Figal (Freiburg, Germany), Matti Häyry (Manchester, UK), Ülo Kaevats (Tallinn, Estonia), Eero Loone (Tartu, Estonia), Endla Lõhkivi (Tartu, Estonia), Õlo Matjus (Tartu, Estonia), Arne Merilai (Tartu, Estonia), Jürgen Mittelstrass (Konstanz, Germany), Peeter Müürsepp (Tallinn, Estonia), Ilkka Niiniluoto (Helsinki, Finland), Herlinde Pauer-Studer (Vienna, Austria), John Perry (Stanford, USA), Dag Prawitz (Stockholm, Sweden), John Sallis (Boston, USA), Andres Soosaar (Tartu, Estonia), Leonid Stolovitš (Tartu, Estonia), Margit Sutrop (Tartu, Estonia), Jan Szaif (Davis, USA), Rein Vihalemm (Tartu, Estonia), Peter Trawny (Wuppertal, Germany), Tõnu Viik (Tallinn, Estonia), Jonathan Wolff (London, UK).

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| 2007/2008   | Sci-Phi: Philosophy Through Science Fiction                           | Marc Hight                   | 2AP     | FLFI.00.057 |
|            | The Philosophy of Leibniz                                             | Marc Hight                   | 2AP     | FLFI.00.056 (FLFI.00.024, FLFI.00.033) |
|            | Ecósemiotics and Ecophilsophy                                         | Morten Tonnessen, Paul McLaughlin, Riin Magnus | 2AP | FLSE.00.219 |
|            | The Philosophy of the Young Marx                                      | Paul McLaughlin, David McLellan | 2AP | FLFI.00.058 (FLFI.00.025) |
|            | Introduction to Social-Political Philosophy                            | Paul McLaughlin              | 2AP     | FLFI.02.008 |
|            | Relativism, Pluralism, Subjectivity: Epistemic and Ontological         | Daniel Cohnitz               | 2AP     | FLFI.03.077 (FLFI.03.002, FLFI.00.026) |
| Spring     | Explanatory Gaps                                                      | Daniel Cohnitz, Bruno Mölder | 2AP     | FLFI.04.010 (FLFI.00.026, FLFI.00.022) |
|            | Logical and Epistemic Pluralism                                       | Daniel Cohnitz               | 2AP     | FLFI.04.012 (FLFI.00.025) |
|            | Seminar: Descartes, Spinoza, Malebranche                              | Marc Hight                   | 2AP     | FLFI.01.075 (FLFI.00.024) |
|            | Seminar: Philosophy of Social Science                                 | Marc Hight                   | 2AP     | FLFI.03.079 (FLFI.00.025, FLFI.03.057, FLFI.03.023, FLFI.03.053) |
|            | The Vienna Circle: The Turning Point in Philosophy                     | Daniel Cohnitz               | 2AP     | FLFI.04.011 (FLFI.00.024, FLFI.03.056) |
|            | Gottlob Frege Lectures in Theoretical Philosophy: Boghossian, Objective Knowledge | Paul Boghossian              | 2AP     | FLFI.04.022 |
|            | Business Ethics                                                       | Margit Sutrop                | 2AP     | FLFI.02.081 |

<p>| 2008/2009   | A Critical Introduction to Game Theory and Its Application in Philosophy, Psychology, Economics, and other Behavioral and Social Sciences | Daniel Cohnitz, Michuru Nagatsu | 2AP     | FLFI.04.020 (FLFI.03.081, FLFI.00.025) |
|            | Theories of Reference                                                 | Daniel Cohnitz               | 2AP     | FLFI.04.021 (FLFI.04.016, |</p>
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Appendix 40. Prospective location of IPS: Jakobi 2, 3rd floor

- Department of Philosophy, Centre for Ethics and library
- Department of Semiotics
- Auditoriums and staff common rooms