

## Bachelor's Thesis

Philosophy

3 (BA)

2020-2021 Semester 1

*This course manual provides further details on the course description in the prospectus.*

Course code	FTR-FIBA309-1
Study load	10
Lecturer	Dr Chris Buskes (Darwins erfenis: Evolutie, Wetenschap en Filosofie); Dr. Antonio Cimino (biopolitics); Tim Miechels (phenomenology); Prof. Jean-Pierre Wils (multiculturalism and identity politics); Joyce Vermeer, MA (course coordinator and secretary of the Bachelor's thesis committee)
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Timetable	<a href="http://www.ru.nl/rooster">www.ru.nl/rooster</a>

**Radboud Universiteit**



### 1. General description of the course

This course is a practical course and has an 80% online attendance policy. The student is required to actively participate and to attend all sessions. Each key chair assigns one or more lecturers who will present a theme that falls within the current practice of philosophy. Under the overarching theme of the group you choose your own research question, which you work out in a series of steps and present to the group. Please note that the thematic focus of each of the four groups is strictly maintained. This means that you, guided by the project group lecturers, will develop a question that actually fits within the theme of the project group. In this way, groups of students are formed who work on their individual thesis, but also explore a specific philosophical theme together at the same time. Through intensive, interactive guidance during the lecture, you will write your Bachelor's thesis in several steps (development of the question, overview of the structure, first draft, final version). Peer feedback is an important part of this course. The quality of the peer feedback will be critically reflected on.

### 2. Position and role in the curriculum

The Bachelor's thesis is the aptitude test that concludes the Bachelor's programme. The student shows that they are capable of conducting research under the supervision of a lecturer.

### 3. Learning objectives of the course and the relationship with the learning outcomes of the degree programme

Once you have completed the course, you will be able to:

- formulate a problem definition;
- collect and process relevant literature;
- incorporate the collected material into a clearly structured argument;
- substantiate a choice or position with arguments;
- draw logical conclusions from the argument;
- write a paper that meets common requirements in terms of style, design, and references;
- provide feedback on the structure of fellow students' paper.

### 4. Literature

All groups are expected to use the *Academische Vaardigheden* (academic skills) manual, which can be found on Brightspace. The other literature differs per group.

### 5. Interim assignments

There are a number of compulsory interim assignments:

- research question;
- the overview of the structure;
- introduction;
- first, second, and third section;
- complete first draft.

Deadlines are agreed in consultation with the lecturer.

### 6. Testing and assessment

The Bachelor's thesis is assessed at the end of the semester during a session of the Bachelor's thesis committee consisting of the four project group lecturers under the supervision of the programme coordinator. Assessment will be made on the basis of the Rubric (see Appendix). The final thesis must be submitted by **4 January 2021, 1:00 p.m.** via Brightspace. The theses are then forwarded to the Bachelor's thesis committee. In this committee, the papers are jointly assessed by all the lecturers involved in the various Bachelor's theses. **Your supervisor will not be able to give you an estimate of your grade.** Only an unsatisfactory thesis can be resubmitted. A thesis that received a passing grade **cannot** be resubmitted. The deadline for resubmitting the thesis is **15 March 2021, 1:00 p.m.** The student can access the assessment via Turnitin. **Note:** the student is the sole person responsible for checking the assessment. The "post date" in Turnitin indicates when the assessments will be posted.

#### Formal requirements and criteria

Formal requirements are the requirements that must be met in order for the assessment to be recorded in OSIRIS. If a Bachelor's thesis does not meet the formal requirements, the student must submit a formally correct version at the second opportunity to have the grade recorded.

The Bachelor's thesis:

1. is typed in A4 format;
2. contains the following components:
  - a. Title page with the following, correct information:
    - i. Title
    - ii. Name
    - iii. Student number
    - iv. Submission date
    - v. Name of the first reader
    - vi. The following statement: "Werkstuk ter afronding van de Bacheloropleiding Wijsbegeerte aan de Faculteit der Filosofie, Theologie en Religiewetenschappen van de Radboud Universiteit Nijmegen"
    - vii. Total number of words
  - b. The following statement should be included on the page after the title page: "Hierbij verklaar en verzeker ik, NN, dat voorliggende eindwerkstuk getiteld TITEL, zelfstandig door mij is opgesteld, dat geen andere bronnen en hulpmiddelen dan die door mij zijn vermeld zijn gebruikt en dat de passages in het werk waarvan de woordelijke inhoud of betekenis uit andere werken – ook elektronische media – is genomen door bronvermelding als ontleening kenbaar gemaakt worden." We trust that this statement reflects the truth.
  - c. Table of contents
  - d. An introduction presenting the problem definition, subject definition, explanation of the research question, and the research path or approach.
  - e. A statement in which a reasoned argument is made, in which divergent points of view are discussed, and in which a position on the material is determined.
  - f. A conclusion indicating the results of the study.
  - g. Bibliography
3. uses a line spacing of at least 1.5;
4. has a minimum length of 5,500 words and a maximum length of 6,500 words in total;
5. has the following file name: [Last name] [First name] [V1 or V2] [Thesis title]. For example: Vermeer Joyce V1 Robots are just like people
6. uses one of the two systems described in the Chicago Manual of Style (see appendix) consistently and correctly; refers to printed material if available;
7. is written in correct, Dutch sentences;
8. is submitted as a .pdf file;
9. has page numbers.

Criteria are the requirements to be met in order to be considered for a passing grade. These criteria are specified in the Rubric (see appendix).

The Bachelor's thesis:

1. has fellow students from another discipline within philosophy as its target group, i.e. students from a different Bachelor's thesis group;
2. has a clear structure: content and form are aligned with each other;
3. is the result of careful research in a defined area;
4. demonstrates knowledge of the subject matter of the philosophical study;
5. demonstrates the ability to take the various steps in a philosophical study, specifically formulating a problem definition and research question, collecting and processing the relevant literature, substantiating a choice or point of view with arguments, and drawing conclusions.
6. demonstrates careful handling of consulted literature (in references and bibliography, in summaries, in the way in which the texts are placed in their relevant historical context).

These criteria are assessed on the basis of the Rubric (Appendix 1).

## **7. Study load**

The Bachelor's thesis consists of 10 EC, or 280 hours. There are 18 weeks from the start of the lecture until the submission date. This means that you spend an average of 15.5 hours per week on your Bachelor's thesis.

<b>Component</b>	<b>Time spent (in hours)</b>
Contact hours	24
Finding a theme	10
Collecting literature	30
Formulating the research question	15
Literature study	40
Overview of the structure + introduction	20
First draft of the thesis	55
Final draft of the thesis	45
Providing feedback	41
<b>Total</b>	<b>280</b>

## **8. Work method/schedule**

The schedule will be discussed during the first meeting.

## **9. Additional supervision**

As a student, you can also use the services of the Radboud Writing Lab free of charge. Whether you're writing an essay, a paper or a Master's thesis, the Radboud Writing Lab (RWL) can give you writing advice and constructive feedback. Our specially trained tutors are happy to help. You can contact them to discuss various aspects of the writing process, from structure and syntax to defining your theme and establishing the right tone.

The RWL offers:

- free and accessible coaching for all students;
- one-on-one tutoring sessions;
- targeted writing skills sessions;
- the ability to focus on your own text.

Make an appointment online via [www.ru.nl/writinglab/](http://www.ru.nl/writinglab/).

The RWL also organises workshops. If you're interested, check our website for topics and dates or like us on Facebook to receive updates about useful writing tips.

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## **For reference**

### ***Plagiarism monitoring***

All texts submitted as part of a course are checked for plagiarism by the lecturers using Turnitin.

### ***Course evaluation***

At the end of the course, the course will be evaluated. On the basis of the completed evaluation forms, the course is evaluated by the lecturer in particular and the faculty in general. The students receive feedback from the lecturer on the evaluation forms via Brightspace.

## Appendix 1 Rubric

Grade	Excellent (10)	Good (8)	Satisfactory (6)	Insufficient (4)	Very insufficient (2)
<b>Structure of the thesis</b> 30%	<p><i>The introduction:</i></p> <ul style="list-style-type: none"> <li>- introduces the subject in an appealing way;</li> <li>- contains a clear research question;</li> <li>- describes the structure of the text;</li> <li>- clearly indicates the relevance of the research question.</li> </ul> <p><i>The middle section:</i></p> <ul style="list-style-type: none"> <li>- has a clear argumentative structure linking the research question and conclusion.</li> </ul> <p><i>The conclusion:</i></p> <ul style="list-style-type: none"> <li>- summarises the middle section;</li> <li>- clearly answers the research question.</li> </ul> <p><i>Sections</i></p> <ul style="list-style-type: none"> <li>- adequately divided into sections with relevant headings;</li> <li>- clear introduction and conclusion of each section.</li> </ul> <p><i>Paragraphs</i></p> <ul style="list-style-type: none"> <li>- one idea per paragraph;</li> <li>- each paragraph has a core sentence;</li> <li>- connecting sentences between paragraphs;</li> <li>- systematic use of signal words.</li> </ul>	<p><i>The introduction:</i></p> <ul style="list-style-type: none"> <li>- introduces the subject;</li> <li>- contains a clear research question;</li> <li>- describes the structure of the text;</li> <li>- indicates the relevance of the research question.</li> </ul> <p><i>The middle section:</i></p> <ul style="list-style-type: none"> <li>- has an argumentative structure linking the research question and conclusion.</li> </ul> <p><i>The conclusion:</i></p> <ul style="list-style-type: none"> <li>- clearly answers the research question.</li> </ul> <p><i>Sections</i></p> <ul style="list-style-type: none"> <li>- adequately divided into sections with relevant headings;</li> <li>- introductory sentences at the beginning of the sections.</li> </ul> <p><i>Paragraphs</i></p> <ul style="list-style-type: none"> <li>- one idea per paragraph;</li> <li>- most paragraphs have a key sentence;</li> <li>- regular use of connecting sentences and signal words.</li> </ul>	<p><i>The introduction:</i></p> <ul style="list-style-type: none"> <li>- introduces the subject;</li> <li>- contains a clear research question;</li> <li>- indicates the relevance of the research question.</li> </ul> <p><i>The middle section:</i></p> <ul style="list-style-type: none"> <li>- has no clear argumentative structure.</li> </ul> <p><i>The conclusion:</i></p> <ul style="list-style-type: none"> <li>- answers the research question.</li> </ul> <p><i>Sections</i></p> <ul style="list-style-type: none"> <li>- adequately divided into sections with headings.</li> </ul> <p><i>Paragraphs</i></p> <ul style="list-style-type: none"> <li>- one idea per paragraph;</li> <li>- most paragraphs have a key sentence;</li> <li>- sufficient use of connecting sentences and signal words.</li> </ul>	<p><i>The introduction:</i></p> <ul style="list-style-type: none"> <li>- does not contain a clear research question;</li> <li>- does not clearly indicate the relevance of the research question.</li> </ul> <p><i>The middle section:</i></p> <ul style="list-style-type: none"> <li>- has little structure.</li> </ul> <p><i>The conclusion:</i></p> <ul style="list-style-type: none"> <li>- does not clearly answer the research question;</li> <li>- does not entirely summarise the middle section.</li> </ul> <p><i>Sections</i></p> <ul style="list-style-type: none"> <li>- sections do not have headings;</li> <li>- not adequately divided.</li> </ul> <p><i>Paragraphs</i></p> <ul style="list-style-type: none"> <li>- multiple ideas in each paragraph;</li> <li>- usually no key sentence;</li> <li>- occasional use of connecting sentences and signal words.</li> </ul>	<p><i>The introduction:</i></p> <ul style="list-style-type: none"> <li>- does not contain a research question;</li> <li>- does not indicate the relevance of the research question.</li> </ul> <p><i>The middle section:</i></p> <ul style="list-style-type: none"> <li>- has no structure.</li> </ul> <p><i>The conclusion:</i></p> <ul style="list-style-type: none"> <li>- does not answer the research question;</li> <li>- does not summarise the middle section.</li> </ul> <p><i>Sections</i></p> <ul style="list-style-type: none"> <li>- there are no sections.</li> </ul> <p><i>Paragraphs</i></p> <ul style="list-style-type: none"> <li>- there are no or poorly structured paragraphs;</li> <li>- connecting sentences and signal words are not used.</li> </ul>
<b>Contents and argumentation</b> 30%	<ul style="list-style-type: none"> <li>- the views of the authors discussed are presented correctly and adequately (nothing is presented excessively nor insufficiently);</li> <li>- no contradictions;</li> <li>- terms are always used consistently;</li> <li>- terms are explained clearly and precisely;</li> <li>- each step of the reasoning is provided with good and convincing argumentation;</li> <li>- relevant research literature has been selected independently and is linked to the problem definition in a content-based, in-depth manner.</li> </ul>	<ul style="list-style-type: none"> <li>- the views of the authors discussed are presented correctly and adequately;</li> <li>- terms are used consistently;</li> <li>- the inconsistencies do not lead to confusion;</li> <li>- terms are explained clearly;</li> <li>- most steps of the reasoning contain good argumentation;</li> <li>- the relevant information from the literature has been selected and incorporated into an argument.</li> </ul>	<ul style="list-style-type: none"> <li>- the views of the authors discussed are presented somewhat correctly and adequately;</li> <li>- few contradictions;</li> <li>- terms are mostly used consistently;</li> <li>- the inconsistencies sometimes lead to confusion;</li> <li>- terms are mostly explained clearly;</li> <li>- most steps of the reasoning contain argumentation;</li> <li>- relevant literature is summarised adequately;</li> <li>- literature is used to answer the problem definition.</li> </ul>	<ul style="list-style-type: none"> <li>- the views of the authors discussed are not presented correctly or adequately;</li> <li>- some contradictions;</li> <li>- terms are not used clearly or consistently;</li> <li>- terms are unclear;</li> <li>- there is far too little argumentation for the steps of the reasoning;</li> <li>- literature is not sufficiently used;</li> <li>- the information from the literature is not entirely represented correctly or adequately.</li> </ul>	<ul style="list-style-type: none"> <li>- the views of the authors discussed are presented <i>incorrectly</i> and <i>inadequately</i>;</li> <li>- many contradictions;</li> <li>- terms are not used consistently;</li> <li>- terms are not defined;</li> <li>- the steps of the reasoning do not contain argumentation;</li> <li>- hardly any secondary literature is used;</li> <li>- the information is not displayed correctly or adequately.</li> </ul>
<b>Distance and personal voice</b> 20%	<ul style="list-style-type: none"> <li>- there is a critical distance from the authors discussed;</li> <li>- the author has a clearly discernible voice of their own.</li> </ul>	<ul style="list-style-type: none"> <li>- there is a distance from the authors discussed;</li> <li>- the author has a distinctive voice of their own.</li> <li>- a single contradiction;</li> </ul>	<ul style="list-style-type: none"> <li>- there is some distance;</li> <li>- the author has a distinctive voice of their own.</li> </ul>	<ul style="list-style-type: none"> <li>- there is sufficient distance;</li> <li>- the author has a barely discernible voice of their own.</li> </ul>	<ul style="list-style-type: none"> <li>- there is no distance;</li> <li>- the author has no discernible voice of their own.</li> </ul>

<p>20%</p> <p>Style</p>	<ul style="list-style-type: none"> <li>- clear, well-formulated sentences;</li> <li>- sentences always have a compact structure;</li> <li>- appropriate style for the target group;</li> <li>- quotes are embedded properly in the text;</li> <li>- good use of secondary literature.</li> </ul>	<ul style="list-style-type: none"> <li>- sentences are almost always well formulated;</li> <li>- sentences almost always have a compact structure;</li> <li>- appropriate style for the target group;</li> <li>- quotes are fairly well embedded;</li> <li>- good use of secondary literature.</li> </ul>	<ul style="list-style-type: none"> <li>- sentences are sometimes vaguely formulated;</li> <li>- sentences sometimes do not have compact structure;</li> <li>- reasonably appropriate style for the target group;</li> <li>- quotes are sufficiently embedded;</li> <li>- sufficient use of secondary literature.</li> </ul>	<ul style="list-style-type: none"> <li>- sentences are often vaguely formulated;</li> <li>- sentences often do not have compact structure;</li> <li>- inappropriate style for the target group;</li> <li>- quotes are insufficiently embedded;</li> <li>- limited use of secondary literature.</li> </ul>	<ul style="list-style-type: none"> <li>- sentences are usually vaguely formulated;</li> <li>- sentences usually do not have compact structure;</li> <li>- inappropriate style for the target group;</li> <li>- quotes are not embedded;</li> <li>- no use of secondary literature.</li> </ul>
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