

This course looks at notions of collection: at their logic, epistemology, metaphysics, and applications. In particular, it looks at the notions of set, plurality, concept, and property. Students are expected to gain an in depth knowledge of some of these notions, and to be able to critically evaluate their pros and cons. Students will be assessed via two essays, each focused on a particular topic covered in the course. If they wish, the topics may be closely related. The following are assessment guidelines.

1. The goal of the essays is to advance a thesis, and provide a convincing argument for it. This will not necessarily require the student to engage widely with the literature. It may be, for example, that only one or two of the course readings are used.
2. Ideally, the student will advance a novel thesis or a novel argument. Higher grades thus require some original contribution.
3. The course is taught in English. Given that this will be a second language for many students, they should not be marked down for slightly poor English. Essays should nonetheless be comprehensible.
4. Essay topics are frequently open-ended, and students should not be penalized for addressing them in creative ways. However, since students are given the chance to pick their own topics, they should stay identifiably within their chosen topic.

Typical examples for different grade boundaries:

- A. Outstanding. Focused and well structured, demonstrating an advanced understanding of the material through clear and independent engagement with the topic at hand.
- B. Very good. Sound judgement, good understanding of the topic, displays some critical engagement with the topic (although this can be somewhat derivative from the literature). Clear presentation and good structure.
- C. Good. Displays a solid understanding of the topic, and a reasonable degree of judgement. Displays some level of critical engagement, although this may be very derivative from the literature.
- D. Satisfactory. A reasonable performance but with shortcomings in either clarity, critical engagement, or understanding.
- E. Weak. Displays only a low level of critical engagement, understanding, and/or clarity.
- F. Fail. Displays either clear and significant failures of understanding, a complete failure to critically engage with the material, or else is incomprehensible to the average reader.