



# PHL 354

## Philosophy Capstone Unit

S2 Day 2014

*Philosophy*

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

(39cp or admission to GDipArts in Philosophy) and (12cp in PHIL or PHL units)

Corequisites

6cp in PHL units at 300 level

Co-badged status

Unit description

This unit provides students with the opportunity to integrate knowledge acquired in their study of philosophy, to reflect on the development of their skills, and to focus on how their study of philosophy equips them for the next step in their careers. We review the philosophy graduate attributes: the knowledge, skills, methods and values developed in the course of the philosophy degree. With a focus on what these skills and values mean in practice, we examine a range of texts that both illustrate the diversity of philosophical approaches and represent the 'state of the art' in the field. By applying critical thinking, problem-solving, and creative skills to these texts, as well as philosophical values of intellectual humility and openness to the force of the better argument, students will learn what it is like to engage in live philosophical debate. We also look at the values cultivated through the study of philosophy and we consider how the skills and values acquired through the degree can be taken forward into further study, work, and applied in other areas of life.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.

Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.

Enhanced reasoning and critical thinking skills.

Enhanced imaginative, creative and reflective abilities.

Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.

Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Participation</a>	10%	Ongoing
<a href="#">Reflective Portfolio Blog</a>	20%	Ongoing, due 10/11/14
<a href="#">3 Text Analyses</a>	30%	01/9/14, 10/10/14, 4/11/14
<a href="#">Essay</a>	40%	10/11/14

### Participation

Due: **Ongoing**

Weighting: **10%**

Participation for **internal students** will be assessed on the basis of attendance at and contributions to seminar discussions each week. Your participation mark will be based on both your attendance and the quality of your contributions.

Participation for **external students** will be assessed on the basis of timely contributions to iLearn discussion forums each week. Your participation mark will be based on both the quality of your contributions and whether your contributions are timely (within about a week of the relevant lecture).

On successful completion you will be able to:

- Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.
- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Enhanced reasoning and critical thinking skills.
- Enhanced imaginative, creative and reflective abilities.
- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.

## Reflective Portfolio Blog

Due: **Ongoing, due 10/11/14**

Weighting: **20%**

The reflective portfolio blog is designed to encourage you to reflect each week on

1. the knowledge acquired through the study of philosophy,
2. skills developed through the program of study,
3. philosophical values, and
4. different philosophical approaches and methodologies.

You are expected to make at least one entry in your reflective portfolio blog for each week of content in a timely fashion (within about a week of the relevant lecture). Your entry or entries should include, but are not limited to, creative and critical personal reflections on the unit content of that week, as well as broader reflections on philosophy and philosophical methodologies. All blog entries up to the due date (10/11/14) will together constitute the reflective portfolio and will receive an overall grade out of 20. Your blog posts can only be seen by you, the unit convenor and lecturers.

**Submission:** blog through iLearn. For information on how to blog in iLearn see: [http://mq.edu.au/iLearn/student\\_info/activities.htm#blog](http://mq.edu.au/iLearn/student_info/activities.htm#blog)

On successful completion you will be able to:

- Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.
- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Enhanced reasoning and critical thinking skills.
- Enhanced imaginative, creative and reflective abilities.

- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

### 3 Text Analyses

Due: **01/9/14, 10/10/14, 4/11/14**

Weighting: **30%**

The text analyses are a series of short (500 word) writing exercises. There are three text analyses due throughout the semester (01/9/14, 10/10/14, 4/11/14). Each text analysis covers one of the three sections of the unit and is worth 10 marks each. Together, the text analyses are worth 30 marks.

Your text analysis should focus on one reading only and should do 3 main things:

1. Start with a brief introduction that provides a context for your analysis, eg. By providing an overview of the aims or central claims of the article under discussion.
  2. Explain and analyse the main arguments for these claims.
  3. Briefly identify some possible objections to, or problems for, these arguments or claims.
- 2 & 3 need not be done sequentially. For example, you identify possible problems in the context of outlining a specific argument.

**Submission:** on-line via a Turnitin link in iLearn.

The text analysis questions will be made available two weeks prior to the relevant due date.

On successful completion you will be able to:

- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Enhanced reasoning and critical thinking skills.
- Enhanced imaginative, creative and reflective abilities.
- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

## Essay

Due: **10/11/14**

Weighting: **40%**

The essay (2500 words) is designed to extend your understanding of a specific topic or issue and to test your ability to engage with that topic in depth. Essay writing tests your ability to synthesise material from a range of readings and to express, analyse and structure key ideas and arguments clearly, logically and systematically. It also tests your ability to develop your own view, and to argue for that view in a cogent and sustained way. You will be expected to undertake research beyond the required readings and to incorporate that further research into your essay.

**Submission:** on-line via a Turnitin link in iLearn.

The essay questions will be made available by September 12.

On successful completion you will be able to:

- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Enhanced reasoning and critical thinking skills.
- Enhanced imaginative, creative and reflective abilities.
- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

## Delivery and Resources

### CLASSES

#### Day Time Location

- Seminar Wednesdays 10-12 in E6A 109

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

All the weekly readings for the unit will be made available through iLearn.

A list of the required readings for each week is attached at the end of this study guide. A list of additional readings, which may be used in class presentations, text analyses or in your essay, is also attached.

## TECHNOLOGY USED AND REQUIRED

Online units can be accessed at: <http://ilearn.mq.edu.au>

The unit uses the following technology: iLearn

## What's Changed?

The previous version of this unit focused on the nature of the self. This version focuses on philosophical methods.

## Unit Schedule

<b>Week 1</b>	<b>Introduction: What is a Capstone Unit?</b>
<b>6 August</b>	<ul style="list-style-type: none"><li>· What is a capstone unit?</li><li>· An overview of the 3 streams in the Department of Philosophy at Macquarie University – Mind, Metaphysics and Meaning; Social Philosophy and Continental Philosophy; Ethics and Applied Ethics.</li><li>· Our focus in this unit is on the methodologies and philosophical self-understandings across these three streams. How is philosophy done? What is the culture of philosophy?</li><li>· Unit outline.</li><li>· <b>Required Reading:</b><ul style="list-style-type: none"><li>o No reading</li></ul></li><li>· <b>Further Reading:</b><ul style="list-style-type: none"><li>o Janice Moulton, 'A Paradigm of Philosophy: The Adversary Method', in S. Harding and M. Hintikka (eds) <i>Discovering Reality</i> (Dordrecht: Reidel, 1983), pp. 149-164.</li><li>o Sally Haslanger, 'Changing the Ideology and Culture of Philosophy: Not by Reason (Alone)', <i>Hypatia</i>, 23(2), 2008: 210-223.</li></ul></li></ul>

<p><b>Week 2</b></p> <p><b>13 August</b></p>	<p><b>The Analytical vs. Continental divide.</b></p> <ul style="list-style-type: none"> <li>· Much of contemporary philosophy is determined by the analytical vs. continental divide. What is this divide? What is the history of the divide?</li> <li>· What are the 'essentialist' and 'deflationary' responses to the divide?</li> <li>· What is the on-going relevance of the divide today and into the future?</li> </ul> <p><b>Required Reading and Listening:</b></p> <ul style="list-style-type: none"> <li>o Jack Reynolds, James Chase, James Williams and Edwin Mares, "Introduction: Postanalytic and Metacontinental Philosophy", <i>Postanalytic and Metacontinental Philosophy: Crossing Philosophical Divides</i>, ed. James William et. al., Continuum: London, 2010, pp. 1-4.</li> <li>o 'In our time' with Melvyn Bragg, 'Podcast, Analytic-Continental Philosophy Split', 10 Nov 11, with Stephen Mulhall of New College, Beatrice Han-Pile, Hans Johann-Glock. Available from: <a href="http://www.bbc.co.uk/podcasts/series/iot/all">http://www.bbc.co.uk/podcasts/series/iot/all</a></li> </ul> <p><b>Further Reading</b></p> <ul style="list-style-type: none"> <li>o Peter Simons (2001): Whose Fault? The Origins and Inevitability of the Analytic–Continental Rift, <i>International Journal of Philosophical Studies</i>, 9:3, 295-311.</li> <li>o <i>Postanalytic and Metacontinental Philosophy: Crossing Philosophical Divides</i>, ed. James William et. al., Continuum: London, 2010, pp. 1-4.</li> <li>o James Chase and Jack Reynolds, <i>Analytic versus Continental</i>, Acumen: Durham, 2011.</li> </ul>
<p><b>Week 3</b></p> <p><b>20 August</b></p>	<p><b>Ethics And Applied Ethics Stream</b></p> <p><b>Methods in Moral Philosophy: The Case of Evil</b></p> <ul style="list-style-type: none"> <li>· What methods are used in contemporary moral philosophy?</li> <li>· This question will be explored through the prism of a particular topic: moral evil. How do we develop and test a moral theory, such as a theory of evil?</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>o Paul Formosa, 'Evils, Wrongs and Dignity: How to Test a Theory of Evil', <i>Journal of Value Inquiry</i>, 2013, DOI: <b>10.1007/s10790-013-9380-2</b>.</li> </ul> <p><b>Further Reading:</b></p> <ul style="list-style-type: none"> <li>o Dews, Peter. <i>The Idea of Evil</i>. Oxford: Blackwell, 2008.</li> <li>o Formosa, Paul. "A Conception of Evil." <i>Journal of Value Inquiry</i> 42, no. 2 (2008): 217-239.</li> <li>o Morton, Adam. <i>On Evil</i>. New York: Routledge, 2004.</li> <li>o Russell, Luke. "Evil Revivalism Versus Evil-Skepticism." <i>Journal of Value Inquiry</i> 40 (2006): 89-105.</li> <li>o Scanlon, T.M., 2002, 'Rawls on Justification', in <i>The Cambridge Companion to Rawls</i>, S. Freeman (ed.), Cambridge: Cambridge University Press, pp. 139–167.</li> </ul>



<p><b>Week 4</b></p> <p><b>27 August</b></p>	<p><b>Ethics and Cognitive Science.</b></p> <ul style="list-style-type: none"> <li>What is the relationship between ethics and science? In particular, how do findings in cognitive science and social psychology impact on our ethical theorising? What are some of the problems that can arise when we try to draw ethical conclusions from scientific findings?</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Joshua D. Greene, The Secret Joke of Kant's Soul, pp. 35 – 80, in <i>Moral Psychology</i>, Volume 3: <i>The Neuroscience of Morality</i>, ed. Walter Sinnott-Armstrong (Cambridge: MIT Press, 2008).</li> </ul> <p><b>Further Reading</b></p> <ul style="list-style-type: none"> <li>John Mikhail, Moral Cognition and Computational Theory; Mark Timmons, Toward a Sentimentalist Deontology; Joshua D. Greene, Reply to Mikhail and Timmons; and the other papers in <i>Moral Psychology Volume 3: The Neuroscience of Morality: Emotion, Brain Disorders, and Development</i>, edited by Walter Sinnott-Armstrong, 35-80. Cambridge, Mass.: MIT Press, 2008.</li> <li>L. May, Michael Friedman &amp; A. Clark (eds.) (1996). <i>Mind and Morals: Essays on Ethics and Cognitive Science</i>. MIT Press.</li> <li>The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment, Jonathan Haidt <i>Psychological Review</i>, 2001. Vol. 108. No. 4, 814-83.4</li> <li>Jeanette Kennett, Do psychopaths really threaten moral rationalism? <i>Philosophical Explorations</i> (2006) Vol. 9, 69-82.</li> </ul>
<p><b>Week 5</b></p> <p><b>3 September</b></p>	<p><b>Methods in Political Philosophy: Ideal Theory</b></p> <ul style="list-style-type: none"> <li>What methods are used in contemporary political philosophy?</li> <li>How does the method of transcendental institutionalism compare with realization focused comparison?</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Amartya Sen, 'Introduction' in <i>The Idea of Justice</i>, Harvard University Press: <i>Cambridge</i>, 2009.</li> </ul> <p><b>Further Reading</b></p> <ul style="list-style-type: none"> <li>Rawls, John. <i>Political Liberalism</i>. New York: Columbia University Press, 1993.</li> <li>Rawls, John. <i>A Theory of Justice</i>. Cambridge, Massachusetts: Belknap Press of Harvard University Press, 1971.</li> <li>G.A. Cohen, <i>On the Currency of Egalitarian Justice, and Other Essays in Political Philosophy</i>, Michael Otsuka (ed.), Princeton University Press, 2011.</li> </ul>

<p><b>Week 6</b></p> <p><b>10 September</b></p>	<p><b><i>Social Philosophy and Continental Philosophy Stream</i></b></p> <p><b>Classical German Philosophy and Its Contemporary Significance</b></p> <ul style="list-style-type: none"> <li>What is the contemporary relevance of classical German philosophy and of Hegel in particular? How does philosophy's history impact on its present form?</li> <li><b>Required Reading:</b> <ul style="list-style-type: none"> <li>Robert Pippin, "Hegel's Ethical Rationalism", from his <i>Idealism as Modernism</i>, pp. 417-450, Cambridge University Press, Cambridge, 1997.</li> </ul> </li> <li><b>Further Reading</b> <ul style="list-style-type: none"> <li>Hegel, <i>Elements of the Philosophy of Right</i>, §§142-157, trans. H. B. Nisbet, Cambridge University Press, Cambridge, 1991, pp. 189-198.</li> <li>Allen Wood, <i>Hegel's Ethical Thought</i>, Cambridge University Press, Cambridge, 1990, pp. 195-209.</li> </ul> </li> </ul>
<p><b>Week 7</b></p> <p><b>17 September</b></p>	<p><b>Contemporary Critical Theory</b></p> <ul style="list-style-type: none"> <li>What is contemporary critical theory and what methods does it employ? The place of philosophy in the society and politics of its time. Does philosophy's place in its society and time impact on its methods?</li> <li><b>Required Reading:</b> <ul style="list-style-type: none"> <li>Jürgen Habermas, "The relationship between Theory and Practice Revisited", in <i>Truth and Justification</i>, trans. B. Fultner, MIT Press, 2003, pp. 277-292.</li> </ul> </li> <li><b>Further Reading</b> <ul style="list-style-type: none"> <li>Max Horkheimer, "Traditional and Critical Theory", in <i>Critical Theory. Selected Essays</i>, NY, Continuum, 2002, pp. 188-243.</li> <li></li> </ul> </li> </ul>

<p><b>Week 8</b></p> <p><b>8 October</b></p>	<p><b>Analytical and Continental Aesthetics</b></p> <ul style="list-style-type: none"> <li>· How do the analytic and continental philosophical traditions approach aesthetics? What are the differences and similarities in terms of methods?</li> </ul> <ul style="list-style-type: none"> <li>· <b>Required Reading:</b> <ul style="list-style-type: none"> <li>o Jacques Rancière, 'The Aesthetic Dimension: Aesthetics, Politics, Knowledge', <i>Critical Inquiry</i>, 36(1), 2009.</li> <li>o Noel Carroll, 'Moderate Moralism', in <i>Beyond Aesthetics: Philosophical Essays</i> (Cambridge University Press, 2001), pp. 293-316.</li> </ul> </li> <li>· <b>Further Reading</b> <ul style="list-style-type: none"> <li>o Jacques Rancière, 'The Intolerable Image', Chapter Four of his <i>The Emancipated Spectator</i>, trans. Gregory Elliot (London/New York: Verso, 2009), 83-105.</li> <li>o Jean-Philippe Deranty, 'Regimes of the Arts' in J-P. Deranty (ed.) <i>Jacques Rancière: Key Concepts</i> (Durham: Continuum, 2010), 116-130.</li> <li>o Susan L. Feagin, 'Film Appreciation and Moral Insensitivity', <i>Midwestern Studies in Philosophy</i> XXXIV (2010: 20-33).</li> </ul> </li> </ul>
<p><b>Week 9</b></p> <p><b>15 October</b></p>	<p><b><i>Mind, Metaphysics and Meaning Stream</i></b></p> <p><b>Conceptual Analysis and philosophical method</b></p> <ul style="list-style-type: none"> <li>· What is conceptual analysis and what roles does it play in analytic philosophical methodology?</li> <li>· What are some of the problems and limitations of this approach? What are some of the advantages?</li> </ul> <ul style="list-style-type: none"> <li>· <b>Required Reading:</b> <ul style="list-style-type: none"> <li>o Frank Jackson, 'The Role of Conceptual Analysis', in <i>From Metaphysics to Ethics</i>, Clarendon: Oxford, 1998.</li> </ul> </li> <li>· <b>Further Reading:</b> <ul style="list-style-type: none"> <li>o Laura Schroeter (2004). The Limits of Conceptual Analysis. <i>Pacific Philosophical Quarterly</i> 85 (4):425-453.score: 90.0</li> <li>o Chris Daly, <i>An introduction to philosophical method</i>, Broadview Press 2010.</li> <li>o Stephen Laurence &amp; Eric Margolis (2003). Concepts and Conceptual Analysis. <i>Philosophy and Phenomenological Research</i> 67 (2):253-282.</li> <li>o David Plunkett (2011). Expressivism, Representation, and the Nature of Conceptual Analysis. <i>Philosophical Studies</i> 156 (1):15-31.</li> </ul> </li> </ul>

<p><b>Week 10</b></p> <p><b>22 October</b></p>	<p><b>Science, Naturalism and Philosophy</b></p> <ul style="list-style-type: none"> <li>What is the relationship between philosophy and science? What is naturalism? How does naturalism impact on how we understand philosophy's methods?</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>David Macarthur and Mario De Caro, 'Introduction - the Nature of Naturalism,' in <i>Naturalism in Question</i>, eds. De Caro, M. and Macarthur, D, Cambridge, Mass: Harvard University Press, 2004.</li> </ul> <p><b>Further Reading:</b></p> <ul style="list-style-type: none"> <li>Robert Audi (2000). Philosophical Naturalism at the Turn of the Century. <i>Journal of Philosophical Research</i> 25:27-45.</li> <li>Mario de Caro &amp; David Macarthur (eds.), <i>Naturalism and Normativity</i>. Columbia University Press. 2010.</li> <li>John R. Shook &amp; Paul Kurtz (eds.), <i>The Future of Naturalism</i>. Humanity Books. 2009.</li> <li>Penelope Maddy (2001). Naturalism: Friends and Foes. <i>Noûs</i> 35 (s15):37-67.</li> </ul>
<p><b>Week 11</b></p> <p><b>29 October</b></p>	<p><b>Experimental Philosophy</b></p> <ul style="list-style-type: none"> <li>What is experimental philosophy? What are the aims and methods of experimental philosophy? What is the philosophical significance of experimental philosophy?</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Joshua Knobe, 'Experimental Philosophy', <i>Philosophy Compass</i> 2/1 (2007): 81–92.</li> </ul> <p><b>Further Reading:</b></p> <ul style="list-style-type: none"> <li>Robert L. Woolfolk (2013). Experimental Philosophy: A Methodological Critique. <i>Metaphilosophy</i> 44 (1-2):79-87.</li> <li>Joshua Knobe &amp; Shaun Nichols (eds.) (2008). <i>Experimental Philosophy</i>. Oxford University Press.</li> <li>Paul E. Griffiths &amp; Karola Stotz (2008). Experimental Philosophy of Science. <i>Philosophy Compass</i> 3 (3):507–521.</li> <li>Joshua Alexander (2010). Is Experimental Philosophy Philosophically Significant? <i>Philosophical Psychology</i> 23 (3):377-389.</li> </ul>
<p><b>Week 12</b></p> <p><b>5 November</b></p>	<p><b>A Philosophical Education – Conclusion.</b></p> <ul style="list-style-type: none"> <li>What is the value and purpose of a philosophical education? What is the value and use of different philosophical methods? What is the role of philosophy in academia, the university and society more generally?</li> <li>What use can be made of a philosophical education? E.g. Masters of Research (MRes), PhDs, other career options, etc.</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>No reading.</li> </ul>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

### **Extensions and special consideration**

#### **Extensions and Penalties**

All work must be submitted on time unless an extension has been granted. Requests for extensions must be made in writing (including email) BEFORE the due date and will only be considered on serious grounds. Extensions will not be given unless good reasons and appropriate evidence (e.g., medical certificates, counsellor's letters) are presented at the earliest opportunity. Please note that work due concurrently in other subjects is NOT an exceptional circumstance and does not constitute a legitimate reason for an extension.

If the assessment is submitted after the due date and an extension has not been granted then the work will be graded normally (out of 100). For each day the work is late 5% will be deducted from the grade. For example, if the work was graded as 70/100 and was handed in 2 days late, the work would receive a mark of 60/100. If the work is not submitted within ten days after the due date then the work will receive a mark of 0 for that assessment item. Weekends, but not public holidays, count in the calculation of late penalties.

#### **Special Consideration Policy**

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

#### **Applying for Special Consideration**

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at:

[http://www.arts.mq.edu.au/current\\_students/undergraduate/admin\\_central/special\\_consideration](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

## Assessment tasks

- Participation
- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.
- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.

## Assessment tasks

- Participation
- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific

knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.
- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

## **Assessment tasks**

- Participation
- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.
- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Enhanced reasoning and critical thinking skills.
- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.



## Assessment tasks

- Participation
- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Understanding of the diversity of philosophical approaches and traditions as exemplified in the different approaches and methods for doing and writing philosophy.
- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.

## Assessment tasks

- Participation
- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Identification of the distinctive attributes acquired and developed in the course of the philosophy degree.
- Enhanced imaginative, creative and reflective abilities.

## Assessment tasks

- Participation

- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Enhanced ability to demonstrate precision of thought and expression in the analysis and formulation of complex and controversial problems, verbally and in writing.
- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

### Assessment tasks

- Participation
- Reflective Portfolio Blog
- 3 Text Analyses
- Essay

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcome

- Applied understanding of the philosophical values of intellectual openness, humility, and honesty in recognising the force of conclusions reached by a careful assessment of arguments.

## Assessment tasks

- Participation
- Reflective Portfolio Blog

## Changes from Previous Offering

Some key readings have been updated, notably in weeks 6 and 7. The weekly content was slightly altered.

## Changes since First Published

Date	Description
04/08/2014	No changes
15/07/2014	Schedule of weeks had a mistake.
07/07/2014	Weekly content was slightly altered.