



PHIL383

Philosophy Capstone Unit

S2 Day 2016

Dept of Philosophy

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General Information

Unit convenor and teaching staff

Convenor and lecturer

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W6A 733

By arrangement

Michael Olson

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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 or PHIL 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, and critical reflection on, the distinctive attributes acquired and developed during the philosophy degree, and how these relate to Graduate Capabilities.

Appreciation of the value and legitimacy of a range of philosophical approaches and traditions.

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.

Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

General Assessment Information

Submission

Assessments are to be submitted through iLearn, as specified below for each assignment. For information about submissions on iLearn and Turnitin, see [here](http://www.mq.edu.au/iLearn/student_info/assignments.htm) (http://www.mq.edu.au/iLearn/student_info/assignments.htm).

Extensions and Penalties

All work must be submitted on time unless an extension has been granted. Requests for extensions must be made in writing (e.g. by 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.

Assessment Tasks

Name	Weighting	Due
Participation	10%	Ongoing

Name	Weighting	Due
<u>Reflective portfolio blog</u>	20%	Ongoing, due 30/10/16
<u>Text analyses</u>	20%	11/9/16 and 16/10/16
<u>Poster</u>	20%	9/10/16
<u>Essay</u>	30%	13/11/16

Participation

Due: **Ongoing**

Weighting: **10%**

Participation for **internal students** will be assessed on the basis of attendance and contributions to weekly seminar discussions. Your mark will reflect both attendance and the quality of your contributions.

Participation for **external students** will be assessed on the basis of weekly contributions to iLearn discussion forums. Your mark will reflect both the quality of your contributions and their timeliness (they should be posted within a week of the relevant seminar).

On successful completion you will be able to:

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- 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.
- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Reflective portfolio blog

Due: **Ongoing, due 30/10/16**

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 and how they apply in real world situations such as those experienced in the PACE activity, 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 and to do so within a week of the relevant seminar. Late entries (more than a week after the relevant seminar) will not count. Your 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. Each weekly post should be around 100-200 words (although some weeks may be longer than others). All blog entries up to the due date (30/10/16) 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 click [here](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, and critical reflection on, the distinctive attributes acquired and developed during the philosophy degree, and how these relate to Graduate Capabilities.
- Appreciation of the value and legitimacy of a range of philosophical approaches and traditions.
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- Enhanced imaginative, creative and reflective abilities.
- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Text analyses

Due: **11/9/16 and 16/10/16**

Weighting: **20%**

Text analyses are short (500 word) written exercises. There are 2 text analyses due (11/9/16 and 16/10/16). Each text analysis covers one of the first 2 sections of the unit and is worth 10 marks each. 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, e.g. 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.

On successful completion you will be able to:

- 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.

Poster

Due: **9/10/16**

Weighting: **20%**

The poster presentation is a report reflecting on your PACE activity. Posters may examine a specific aspect of the activity, or the whole activity. Posters will be submitted and presented in electronic format, using PowerPoint poster templates or Prezi. Presentation of posters will occur in the final seminars in Weeks 9 and 10. All students must submit their completed posters by 9/10 via iLearn, and the order of presentations will be determined randomly.

At the poster presentation sessions, you will review and comment on each other's posters. It is anticipated that this public presentation of your work will provide you with an experience of 'peer' review and an opportunity to consider the learning of other students. The following suggestions may be helpful in setting up the structure of your poster and presentation: In clear, jargon-free terms, your poster must explain (1) the activity or issue you are focusing on (what is the presentation about?), (2) its significance (why should we care?), (3) how you approached the activity (what was your strategy?), (4) what your activity involved (what did you actually do?), (5) the connection between theory and practice (what did you find?), (6) the conclusions (what do you think it all means?), and, optionally, (7) caveats (and reservations) and/or (8) future prospects (where to from here?). Be brief, and always stay on point. (Adapted from Block, S.M. (1996). Do's and Don'ts of Poster Presentation. *Biophysical Journal*, 71, pp. 3527-3529.)

Submission: on-line via iLearn.

On successful completion you will be able to:

- Identification of, and critical reflection on, the distinctive attributes acquired and developed during the philosophy degree, and how these relate to Graduate Capabilities.
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Essay

Due: **13/11/16**

Weighting: **30%**

The essay (1500 words) is designed to extend your understanding of a specific topic or issue and to test your ability to engage with that topic. Essay writing involves synthesising material from a range of readings and expressing, analysing and structuring 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.

On successful completion you will be able to:

- 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.

Delivery and Resources

Classes

For internal students there is a Seminar Tuesdays 3-5pm in W5C 310 Tutorial Rm.

For external students recordings of the Seminar are available through Echo Lecture Recordings.

Required and recommended texts and/or materials

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

Unit Schedule

Week	Topic	Reading
1	Introduction	<p>Required: None</p> <p>Further: 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.</p> <p>Sally Haslanger: 'Changing the Ideology and Culture of Philosophy: Not by Reason (Alone)', <i>Hypatia</i> 23:2 (2008), pp. 210-223.</p>
	Philosophical methods inside the Academy	

2	The Analytic/ Continental Divide	<p>Required: 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.</p> <p>'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: http://www.bbc.co.uk/programmes/b016x2jp</p> <p>Further: 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.</p> <p>Postanalytic and Metacontinental Philosophy: Crossing Philosophical Divides, ed. James William et. al., Continuum: London, 2010.</p> <p>James Chase and Jack Reynolds, <i>Analytic versus Continental</i>, Acumen: Durham, 2011.</p>
3	Classical German Philosophy and its Contemporary Significance	<p>Required: Robert Pippin, "Hegel's Ethical Rationalism", from his <i>Idealism as Modernism</i>, pp. 417-450, Cambridge University Press, Cambridge, 1997.</p> <p>Further: Hegel, <i>Elements of the Philosophy of Right</i>, §§142-157, trans. H. B. Nisbet, Cambridge University Press, Cambridge, 1991, pp. 189-198.</p> <p>Allen Wood, <i>Hegel's Ethical Thought</i>, Cambridge University Press, Cambridge, 1990, pp. 195-209.</p>
4	Conceptual analysis and philosophical method	<p>Required: Chris Daly, <i>An introduction to philosophical method</i>, Broadview Press 2010, Chapter 2 Analysis, Sections 1 -11, pp. 41-78.</p> <p>Further: Laura Schroeter (2004). The Limits of Conceptual Analysis. <i>Pacific Philosophical Quarterly</i> 85 (4):425-453.</p> <p>Stephen Laurence & Eric Margolis (2003). Concepts and Conceptual Analysis. <i>Philosophy and Phenomenological Research</i> 67 (2):253-282.</p> <p>David Plunkett (2011). Expressivism, Representation, and the Nature of Conceptual Analysis. <i>Philosophical Studies</i> 156 (1):15-31.</p>

5	Methods in moral philosophy – the case of Evil	<p>Required: Paul Formosa, 'Evils, Wrongs and Dignity: How to Test a Theory of Evil', <i>Journal of Value Inquiry</i>, 2013, DOI: 10.1007/s10790-013-9380-2.</p> <p>Further: Dews, Peter. <i>The Idea of Evil</i>. Oxford: Blackwell, 2008.</p> <p>Formosa, Paul. "A Conception of Evil." <i>Journal of Value Inquiry</i> 42, no. 2 (2008): 217-239.</p> <p>Morton, Adam. <i>On Evil</i>. New York: Routledge, 2004.</p> <p>Russell, Luke. "Evil Revivalism Versus Evil-Skepticism." <i>Journal of Value Inquiry</i> 40 (2006): 89-105.</p> <p>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.</p>
	Philosophy, other disciplines, and the public	
6	Science, naturalism and philosophy	<p>Required: 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.</p> <p>Further: Robert Audi (2000). Philosophical Naturalism at the Turn of the Century. <i>Journal of Philosophical Research</i> 25:27-45.</p> <p>Mario de Caro & David Macarthur (eds.), <i>Naturalism and Normativity</i>. Columbia University Press. 2010.</p> <p>John R. Shook & Paul Kurtz (eds.), <i>The Future of Naturalism</i>. Humanity Books. 2009.</p> <p>Penelope Maddy (2001). Naturalism: Friends and Foes. <i>Noûs</i> 35 (s15):37-67.</p>
7	The philosopher, philosophy, and the public	<p>Required: Jürgen Habermas, "The relationship between Theory and Practice Revisited", in <i>Truth and Justification</i>, trans. B. Fultner, MIT Press, 2003, pp. 277-292.</p> <p>Further: http://www.abc.net.au/radionational/programs/philosopherszone/what-good-is-public-philosophy/7437036</p>

8	Field philosophy	<p>Required: Frodeman, R, Briggie A and Britt Holbrook J, 'Philosophy in the Age of Neoliberalism' <i>Social Epistemology</i> 26:3-4 (2012), pp. 311-330.</p> <p>Further: Tuana, N 'Embedding philosophers in the practices of science: bringing humanities to the sciences' <i>Synthese</i> (2013) 190:1955–1973.</p>
	Philosophical skills	
9	Careers with philosophy Poster presentations	No reading
10	Poster presentations	No reading

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they

are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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

- 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.

- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Assessment tasks

- Participation
- Reflective portfolio blog
- Text analyses
- Poster
- Essay

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 reasoning and critical thinking skills.
- Enhanced imaginative, creative and reflective abilities.
- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Assessment tasks

- Participation
- Reflective portfolio blog
- Text analyses
- Poster
- 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 outcome

- Identification of, and critical reflection on, the distinctive attributes acquired and developed during the philosophy degree, and how these relate to Graduate Capabilities.

Assessment tasks

- Participation
- Reflective portfolio blog
- Poster

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, and critical reflection on, the distinctive attributes acquired and developed during the philosophy degree, and how these relate to Graduate Capabilities.
- Appreciation of the value and legitimacy of a range of philosophical approaches and traditions.
- 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.
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Assessment tasks

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- Reflective portfolio blog
- Text analyses
- Poster
- 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

- Appreciation of the value and legitimacy of a range of philosophical approaches and traditions.
- 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.
- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Assessment tasks

- Participation
- Reflective portfolio blog
- Text analyses
- Poster
- 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

- 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.
- Understanding of how to apply philosophical knowledge and skills to real life situations

such as those experienced in the PACE activity.

Assessment tasks

- Participation
- Reflective portfolio blog
- Text analyses
- Poster
- 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 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.
- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Assessment tasks

- Participation
- Reflective portfolio blog
- Text analyses
- Poster
- 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

- Understanding of how to apply philosophical knowledge and skills to real life situations such as those experienced in the PACE activity.

Assessment tasks

- Participation
- Reflective portfolio blog
- Poster