



# PHIL701

## Foundations of Research in Anglo-American Philosophy

S1 External 2016

*Dept of Philosophy*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Jennifer Duke-Yonge

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W6A 722

Monday and Thursday, 10-11, or by arrangement

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit provides the opportunity for an in-depth study of foundational texts in Anglo-American philosophy. This year, we will focus on David Hume's "Enquiry Concerning Human Understanding" and his "Enquiry Concerning the Principles of Morals". In these works, Hume developed a unified empiricist study of human understanding and human nature, incorporating influential and controversial examinations of topics including reason, knowledge, causation, free will, religion and morality. We will examine the arguments presented in these texts in detail, and consider the influence of Hume's thought on later philosophy.

## 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:

Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of Hume's 'Enquiry Concerning Human Understanding'.

Synthesise and analyse information from a variety of sources concerning foundational concepts and arguments in Metaphysics and Epistemology.

Articulate clearly and coherently relevant philosophical arguments in Metaphysics and

Epistemology.

Analyse and critically evaluate philosophical arguments.

Apply acquired knowledge and skills in the context of philosophical scholarship.

Work in cooperation with others to enhance individual and group learning.

## Assessment Tasks

Name	Weighting	Due
<u>Research Essay</u>	40%	5pm Monday June 20, 2016
<u>Summaries</u>	20%	Fortnightly, in reading weeks
<u>Class Presentation</u>	20%	To be decided
<u>Participation</u>	20%	Weekly

### Research Essay

Due: **5pm Monday June 20, 2016**

Weighting: **40%**

The essay is designed to develop your ability to engage with a topic in depth. The essay develops your ability to express, analyse and organise key ideas clearly and systematically, and your ability to develop a sustained argument. Essay topics will be provided, but students may develop their own topic, in consultation with the teacher.

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- Analyse and critically evaluate philosophical arguments.
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### Summaries

Due: **Fortnightly, in reading weeks**

Weighting: **20%**

5 summaries, covering the sections for each fortnight. You will give a summary of each fortnight's sections, along with at least three questions or points for discussion, and submit them

through iLearn by **9am Friday of weeks 3, 5, 7, 9 and 11**. The summaries will be returned with feedback by the following Monday. The summaries and discussion questions should help to guide your discussion in the discussion weeks. Note that the summaries should be no more than two pages (750-1000 words) per fortnight, and are summaries rather than analyses. They are designed to make sure you have a good understanding of the content in the reading week, as the foundation for your discussion in the discussion weeks. Your evaluation and analysis should come out in the discussion questions and subsequent discussion.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of Hume's 'Enquiry Concerning Human Understanding'.
- Articulate clearly and coherently relevant philosophical arguments in Metaphysics and Epistemology.
- Analyse and critically evaluate philosophical arguments.

## Class Presentation

Due: **To be decided**

Weighting: **20%**

Each student will also make one research presentation during the semester. It may be written, oral or pre-recorded, and needs to be submitted in or before the seminar each discussion week. Internal presentations will be recorded for the benefit of external students, and all presentations will be available through iLearn.

Presenters can assume that all students are familiar with the readings for each week, which will have been discussed in the first part of the week, and should use the opportunity to 'add value' to the discussion. You may choose (for example) to introduce and discuss an interesting piece of secondary literature or a debate from the literature; discuss some connections between the relevant sections of Hume and some contemporary philosophical problems or ideas you've encountered; discuss an argument you're developing for the essay etc. More advice will be given in iLearn.

The presenter, whether internal or external, will also be expected to take an active role in a follow-up discussion in iLearn over the next few days.

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- Articulate clearly and coherently relevant philosophical arguments in Metaphysics and Epistemology.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.
- Work in cooperation with others to enhance individual and group learning.

## Participation

Due: **Weekly**

Weighting: **20%**

Participation is a vital part of learning in philosophy. Internal students are expected to attend all seminars, to prepare thoroughly for seminars by reading the material set for each week, and to participate in discussions in-class and online. For internal students, half your participation mark will come from seminars, and half from the online forums.

External students participation mark will be based on your participation in online discussions. Because this is more heavily weighted for external students, you are expected to participate more. All students should participate in discussions in the first part of the discussion weeks (before the Thursday seminar). External students and the seminar presenter are also expected to participate in the follow-up discussion after the seminar.

For all students, the participation mark will depend on your engagement with the course material, your degree of preparation for the seminars, and your willingness to participate in discussion with the group.

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- Analyse and critically evaluate philosophical arguments.
- Work in cooperation with others to enhance individual and group learning.

## Delivery and Resources

**Delivery:**

There will be a short introductory class in week 1. After that, this unit will be divided into reading weeks (odd weeks) and discussion weeks (even weeks).

Each fortnightly block will 2-3 thematically linked sections from Hume's *Enquiry*.

In the **reading weeks**, you need to read the relevant sections, and write up a brief summary with some questions for discussion, to be submitted by 9am on Friday. There will be no on-campus seminars in reading weeks, and nor are you required to participate in online discussions, although the forum will be available if you want to use it.

In the **discussion weeks**, you will need to participate in online and (if you are an internal student) face-to-face discussions, guided by the discussion questions suggested by the class. You will receive your summaries back with feedback on the Monday of each discussion week, to aid your preparation. There will be on-campus seminars for internal students in discussion weeks, on Thursdays from 12-2 in Y3A210. The seminars will a student presentation (face-to-face, prerecorded or written) , which will contribute to the discussion for the remainder of the week. Further information about participation expectations will be given in iLearn.

### Set Text:

David Hume, *An Enquiry Concerning Human Understanding*, Hackett, 1993, ISBN 9780872202290.

Please get a copy of this edition. It is inexpensive (only \$12.95 from the Co-op), and it makes a reading-based unit much easier if everyone has the same edition.

### Supplementary reading:

Suggestions for supplementary readings on each topic will be given through iLearn.

### Technologies used and required

iLearn

### Changes since last offering

Changes to structure, delivery and assessment.

## Unit Schedule

PHIL701 will focus on Hume's *Enquiry Concerning Human Understanding*. Section references below are to that text.

Week	Reading week or discussion week?	Reading (Topic)	Activities
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Wk 1	Intro/ Reading	Section I (Introduction)	Seminar 3/3
Wk 2	Discussion		Seminar 10/3
Wk 3	Reading	Sections II and III (Ideas)	Summary due 18/3
Wk 4	Discussion		Seminar 24/3
Wk 5	Reading	Sections IV and V (Induction)	Summary due 1/4
Wk 6	Discussion		Seminar 7/4
Wk 7	Reading	Sections VI – VII (Causation)	Summary due 29/4
Wk 8	Discussion		Seminar 5/5
Wk 9	Reading	Sections IX-XI (Religion)	Summary due 13/5
Wk 10	Discussion		Seminar 19/5
Wk 11	Reading	Section XII (Scepticism)	Summary due 27/5
Wk 12	Discussion		Seminar 2/6

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcome

- Work in cooperation with others to enhance individual and group learning.

#### Assessment tasks

- Class Presentation
- Participation

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Acquire a coherent and advanced knowledge of the methodology, concepts and arguments of Hume's 'Enquiry Concerning Human Understanding'.
- Synthesise and analyse information from a variety of sources concerning foundational concepts and arguments in Metaphysics and Epistemology.
- Articulate clearly and coherently relevant philosophical arguments in Metaphysics and Epistemology.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.

#### Assessment tasks

- Research Essay
- Summaries
- Class Presentation
- Participation

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Synthesise and analyse information from a variety of sources concerning foundational concepts and arguments in Metaphysics and Epistemology.
- Articulate clearly and coherently relevant philosophical arguments in Metaphysics and Epistemology.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.
- Work in cooperation with others to enhance individual and group learning.

### Assessment tasks

- Research Essay
- Summaries
- Class Presentation
- Participation

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Synthesise and analyse information from a variety of sources concerning foundational concepts and arguments in Metaphysics and Epistemology.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.

### Assessment tasks

- Research Essay

- Summaries
- Class Presentation
- Participation

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Articulate clearly and coherently relevant philosophical arguments in Metaphysics and Epistemology.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.
- Work in cooperation with others to enhance individual and group learning.

### Assessment tasks

- Research Essay
- Summaries
- Class Presentation
- Participation