PHIL703
Foundations of Research in Modern European Philosophy
S1 External 2017
Dept of Philosophy

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General Information

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Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This course introduces students to a central question or theme in modern European philosophy by returning to some of the pivotal writings of that tradition. This might take the form of an examination of what ‘transcendental’ philosophy is through a reading of Kant’s Critique of Pure Reason, for example, or an analysis of the meaning of freedom through a reading of Hegel’s Philosophy of Right. Specific topics and readings vary by year.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Acquire a coherent and advanced knowledge of the variety of ways politics and aesthetics have and continue to come into relation and how these relations have been analysed in the philosophical tradition.

2. Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
Clearly and coherently articulate philosophical arguments in scholarly and conversational media.

Analyse and critically evaluate philosophical arguments.

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

Work in cooperation with others and reflect on individual and group performance to identify opportunities for improvement.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Research essay</td>
<td>60%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Short Papers</td>
<td>30%</td>
<td>throughout semester</td>
</tr>
<tr>
<td>Discussion and Participation</td>
<td>10%</td>
<td>throughout semester</td>
</tr>
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**Research essay**

*Due: Week 13  
Weighting: 60%*

The major assessment for the unit is a 4000-word research essay that addresses the theme of the seminar. Students will determine the topic of their own essays in consultation with the instructors.

Assessment criteria are outlined on the rubric provided on ilearn.

This Assessment Task relates to the following Learning Outcomes:

- Acquire a coherent and advanced knowledge of the variety of ways politics and aesthetics have and continue to come into relation and how these relations have been analysed in the philosophical tradition.
- Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
- Clearly and coherently articulate philosophical arguments in scholarly and conversational media.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.

**Short Papers**

*Due: throughout semester  
Weighting: 30%*
During the course of the semester, students will write five short papers (approximately 500 words each) that will serve as the basis for seminar discussion in that week. These papers, which each determine 6% of the final mark, should summarize the central arguments of the week's readings and briefly explain how those arguments bear on the theme of the unit, the relationships between aesthetics and politics.

The schedule of individual deadlines will be worked out in the first week of the seminar.

Assessment criteria include the accuracy of the paper's engagement with the material, the quality of its explanation of how that material relates to the theme of the course, and the technical and stylistic quality of the paper.

This Assessment Task relates to the following Learning Outcomes:

• Acquire a coherent and advanced knowledge of the variety of ways politics and aesthetics have and continue to come into relation and how these relations have been analysed in the philosophical tradition.
• Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
• Clearly and coherently articulate philosophical arguments in scholarly and conversational media.
• Work in cooperation with others and reflect on individual and group performance to identify opportunities for improvement.

Discussion and Participation
Due: throughout semester
Weighting: 10%

Active preparation for and participation in in-person or online discussion.

The criteria by which this assessment is evaluated include both the quality (insight, concision, comprehension) and quantity of student participation.

This Assessment Task relates to the following Learning Outcomes:

• Acquire a coherent and advanced knowledge of the variety of ways politics and aesthetics have and continue to come into relation and how these relations have been analysed in the philosophical tradition.
• Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
• Analyse and critically evaluate philosophical arguments.
• Apply acquired knowledge and skills in the context of philosophical scholarship.
• Work in cooperation with others and reflect on individual and group performance to identify opportunities for improvement.

Delivery and Resources

In addition to in-class discussion for traditional students, this unit will involve online discussion boards. Regular access to ilearn is thus a necessity.

Unit Schedule

The following is a provisional schedule for the semester:

Week One: Introductions

What do “aesthetics” and “politics” mean?

PART I. Starting from the Artwork

Week Two: Lorenzetti's Siena Fresco

Art

Ambrogio Lorenzetti, “The Allegory of Good and Bad Government” (fresco, 1338-1339)

Readings


Week Three: Visualising an Idea

Art

Abraham Bosse, Frontispiece of Thomas Hobbes’ *Leviathan* (etching on paper, 1751)

Readings


Week Four: Representing the Sovereign

Art

Diego Velasquez, “Las Meninas” (oil on canvas, 1656)

Hans Holbein the Younger, "Portrait of Henry VIII" (oil on canvas, 1536-1537)

Hyacinthe Rigaud, "Portrait of Louis XIV" (oil on canvas, 1701)

Readings


PART II. Aisthesis and Perception

Week Five: De gustibus non disputandum est

Readings


Art

Johann Sebastian Bach, The Well-Tempered Clavier (1722).

George Gerschwin, Rhapsody in Blue (1924).

Johann Strauss II, The Blue Danube (1866).

Week Six: Everyday Pleasures

Readings


Art

Musical extracts from Tchaikosky, Symphony No5, Brahms’ First Symphony, Marx Brothers A Night at the Opera
Week Seven: Regimes of the Arts

Readings


Art

Extracts from Ralph Waldo Emerson, “The Poet”, and Walt Whitman, *Leaves of Grass*.

PART III. Art as Friend and Foe of Political Order

Week Eight: Platonic Ambivalence

Readings


Plato, *Laws* [348 BCE], Book VII.


Art

Extracts from Star Trek, Season 3, Episode 10, "Plato's Stepchildren"

Missy Eliott "Lose Control"

Week Nine: Greek Tragedy

Art


Readings


**Week Ten: A Lost Aura**

**Reading**


**Art**

Leni Riefenstahl (dir.), *The Triumph of the Will* (1935).

Dziga Vertov (dir.), *Man with a Movie Camera* (1922).

**PART IV. Art as Agent of Political Change**

**Week Eleven: Art and Conservative Revolution**

**Readings**


**Art**

Ernst Jünger photographs

Fritz Lang (dir.), *Metropolis* (1927)

**Week Twelve: Visual Enlightenment**

**Reading**


**Art**

Francesco Cepparuli, "Truth Opens the Eyes of the Blind" (1744; engraving).
Week Thirteen: Art and Progressive Revolution

Readings


Art

Jacques-Louis David, "The Death of Marat" (oil on canvas, 1793).

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:


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.
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 variety of ways politics and aesthetics have and continue to come into relation and how these relations have been analysed in the philosophical tradition.
- Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
- Clearly and coherently articulate philosophical arguments in scholarly and conversational media.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.

**Assessment tasks**

- Research essay
Discussion and 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

- Clearly and coherently articulate philosophical arguments in scholarly and conversational media.
- Work in cooperation with others and reflect on individual and group performance to identify opportunities for improvement.

Assessment tasks

- Research essay
- Short Papers
- Discussion and 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

- Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.

Assessment tasks

- Research essay
- Short Papers
- Discussion and 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**

- Analyse and synthesise information from a variety of disciplinary sources, including philosophical and literary texts, fine and popular art, history, and political theory.
- Clearly and coherently articulate philosophical arguments in scholarly and conversational media.
- Analyse and critically evaluate philosophical arguments.
- Apply acquired knowledge and skills in the context of philosophical scholarship.

**Assessment tasks**

- Research essay
- Short Papers
- Discussion and Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcome**

- Work in cooperation with others and reflect on individual and group performance to identify opportunities for improvement.