



PHIL702

Research Topics in Mind and World

S2 Day 2017

Dept of Philosophy

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Disclaimer

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General Information

Unit convenor and teaching staff Albert Atkin albert.atkin@mq.edu.au
Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description The unit will examine contemporary research in one of the traditional fields covered by Metaphysics and Epistemology, especially research concerning the relationship between mind and world, as mediated by language, science, and culture. The unit will revolve around a current 'hot topic' of research in this area. Students will be brought up to speed on this topic so that they are in a position to begin to pursue their own research project.

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:

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

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

Analyse and critically evaluate philosophical arguments.

Articulate clearly and coherently philosophical arguments in the Philosophy of Race in written and oral form to a variety of audiences.

Synthesise and analyse information from a variety of sources concerning foundational concepts and arguments in the Philosophy of Race

Acquire a coherent and advanced knowledge of the methodology, concepts and arguments in recent Philosophy of Race.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	20%	No	Week Six
<u>Paper Plan</u>	20%	No	Week Eight
<u>Philosophy Paper</u>	50%	No	Week Thirteen
<u>Participation</u>	10%	No	On going

Short Essay

Due: **Week Six**

Weighting: **20%**

A short (1000 - 1200 words) exegetical/summative paper of one of the core arguments from either (i) the primary text we shall be analysing in the course, or (ii) a published article/ book responding to the primary text we shall be analysing in the course. This task will be assessed by the following criteria: content, structure, accuracy, written expression and referencing. A marking rubric, an example, and a detailed task outline for this task will be supplied on the iLearn homepage.

On successful completion you will be able to:

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Paper Plan

Due: **Week Eight**

Weighting: **20%**

Students will submit a short project plan (~ 750-1000 words) for their final Philosophy Paper (see Assessment Task 3) which includes: (i) a title/question which will be the focus of their final paper (ii) a suggested structural plan of the paper (iii) the details of three pieces of literature crucial to their paper (this will include a fifty word summary of each piece). This task will be assessed by the following criteria: structure, analysis, feasibility, written expression and referencing. A marking rubric, an example, and a detailed task outline for this task will be supplied on the iLearn homepage.

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Philosophy Paper

Due: **Week Thirteen**

Weighting: **50%**

You will write a philosophy paper (note: not an essay) of around 4500 words, exploring one of the cutting edge debates we cover in the course. The paper must emulate the style and ambition of a short publishable philosophy research paper (looking at philosophy journals such as *Analysis*, *Thought: A Journal of Philosophy* or the critical notices in *Philosophical Papers*). This task will be assessed by the following criteria: content, structure, argument and critical analysis, written expression and referencing. A marking rubric, an example, and a detailed task outline for this task will be supplied on the iLearn homepage.

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Participation

Due: **On going**

Weighting: **10%**

You will need to participate during the course, whether this is in tutorials or through on-line fora. This task will be assessed by the following criteria: demonstration of familiarity with and understanding of the relevant readings and topics; contribution to discussion and/or engagement

across the course. A marking rubric will be supplied on the iLearn homepage.

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Delivery and Resources

The unit will use a weekly two hour seminar. Internal students are expected to attend have read the reading for that week. External student may listen to the seminar online through iLearn..

Unit Schedule

We will be reading an addressing issues surrounding race and epistemic injustice. This will mean that our main task will be a close reading of Miranda Fricker's book *Epistemic Injustice* (2007 Oxford University Press). This book and the other articles mentioned below are all available through MQ Library.

Week One: Introduction to the course, and the *Introduction* section of *Epistemic Injustice*

Week Two: Chapter One of *Epistemic Injustice*

Week Three: Chapter Two of *Epistemic Injustice*

Week Four: Chapter Three of *Epistemic Injustice*

Week Five: Chapter Four of *Epistemic Injustice*

Week: Six: Chapter Five of *Epistemic Injustice*

Week Seven: Chapter Six of *Epistemic Injustice*

Semester Break

Week Eight: Chapter Seven and Conclusion of *Epistemic Injustice*

Week Nine: "The Relevance of Credibility Excess in a Proportional View of Epistemic Injustice" - by Jose Medina

Week Ten: "A Cautionary Tale: On Limiting Epistemic Oppression" - by Kristie Dotson

Week Eleven: "Epistemic Justice as a Virtue of Social Institutions" - by Elizabeth Anderson

Week Twelve: "Two kinds of Unknowing" - by Rebecca Mason

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

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 outcomes

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

- Short Essay
- Paper Plan
- Philosophy Paper
- 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

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- Analyse and critically evaluate philosophical arguments.
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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

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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

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- Analyse and critically evaluate philosophical arguments.
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- Short Essay
- Paper Plan
- Philosophy Paper
- 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

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- 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 outcomes

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Changes since First Published

Date	Description
31/07/2017	Addition of assessment criteria in the assessment descriptors in order to meet compliance with policy.