



PHL 254

Freedom and Domination

S2 Day 2017

Dept of Philosophy

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Learning and Teaching Activities</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes since First Published</u>	18

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Jean-Philippe Deranty

jp.deranty@mq.edu.au

Contact via jp.deranty@mq.edu.au

Hearing Hub

TBA

Credit points

3

Prerequisites

(12cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

'Freedom' is the most important norm for modern societies, but what do we really mean when we appeal to freedom? Is there more freedom in modern liberal societies than in other forms of society? If so, does this make them better? What about the negation of freedom, the experience of domination? How are we to define it, what are the structures and the forms of domination in modern society? This unit explores these questions by studying four key philosophical reference points in the modern reflection on the nature and conditions of freedom and domination. We begin by examining the culmination of the Enlightenment conception of freedom in the political and historical writings of Kant. We then explore Hegel's criticism of Kant and his emphasis on the social condition of freedom. In the second part of the course, we explore two equally influential critiques of modern society that challenge the claim that modern individuals are genuinely free: first Marx's analysis of the economic and political origins of social domination; and finally, Nietzsche's diagnosis about the crisis of meaning in modern culture and his radical challenge to Enlightenment ideals.

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:

A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.

A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.

An ability to understand and analyse arguments and concepts in moral, social and political philosophy.

An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.

To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.

To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online quiz	30%	No	Week 13
Take-Home Exam	50%	No	17/11/2017
Tutorial Participation	20%	No	Throughout semester

Online quiz

Due: **Week 13**

Weighting: **30%**

10 weekly quizzes, each worth 3 marks, for a total of 30 marks throughout the semester. The quizzes will run every week, from week 3 to week 12. The deadline for ALL quizzes is the end of week 13.

The aim of the quizzes is to test your understanding of the key texts, main concepts and arguments studied every week. Most quizzes will take the form of multiple-choice questions. There might be one or two short-answer quizzes. A quiz should take a maximum of 30 minutes to do but an hour will be allocated.

On successful completion you will be able to:

- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.

Take-Home Exam

Due: **17/11/2017**

Weighting: **50%**

The take-home exam will consist of 5 questions, each 400-500 words, covering the content studied throughout the unit. The questions will be handed out at the end of Week 12.

The marking criteria for this task are: correct understanding of key concepts and arguments; ability to identify relevant philosophical issues; quality of expression. A rubric will be available on the unit's iLearn.

On successful completion you will be able to:

- A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.
- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.

Tutorial Participation

Due: **Throughout semester**

Weighting: **20%**

There will be 10 tutorials throughout the semester, starting in Week 1, until Week 13. Two weeks (to be announced at the start of the semester) will be without tutorial.

The tutorial mark consists of:

- Attendance/Participation: 1 mark per tutorial for attendance and/or participation in the online forum (max. 10 marks)
- Active Engagement: 1 mark per tutorial for active engagement in discussions (max. 10 marks)

A marking rubric detailing the components of active engagement will be made available on the unit's iLearn.

On successful completion you will be able to:

- A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.

- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Delivery and Resources

Technology Used and Required

This unit uses the PHL 254 ilearn website and Echo360 lecture recordings (<https://ilearn.mq.edu.au/login/MQ/>). The website contains links to lecture notes, lecture recordings, and other learning materials you will require for the course.

PHL254 will be delivered using a combination of lectures (live and pre-recorded) and tutorial/seminar discussion groups. Most weeks there will be live lectures that will be recorded via the ECHO360 recording system and made available via the website. On some weeks there will be pre-recorded lectures that I will upload via ECHO360 on the website. Students will be informed as to which lectures will be live and which will be pre-recorded for viewing or listening via the website. Students will therefore require access to a computer and a good internet connection in order to participate in the unit effectively.

Lecture and Tutorial Times

Lectures:

Monday 11am-12pm E3B 218

Friday 4-5pm E3B 213

There are two tutorial class scheduled (at present):

Monday 12-1pm W5A 202

Monday 1-2pm W5A 202

Weekly tutorials will begin in WEEK 1 and will continue until Week 13. Two weeks, to be announced at the start of semester, will be without tutorial. There will be weekly discussion questions that students are asked to answer.

External students will be required to participate in online tutorials where set questions will be

discussed and interaction between students will be encouraged across the semester.

Required and Recommended Texts and/or Materials

PHL254 Freedom and Domination will be using electronically available readings, either via e-reserve at the library, or posted online, or via online open access websites.

Recommended websites, articles, and video clips will also be made available via the PHL254 website. A guide to further reading/recommended bibliography will also be posted for students.

Unit Schedule

Week 1: Introduction: Freedom and Domination

Different senses of freedom and domination. The idea of philosophy as emancipatory critique. The role of philosophy in society and its relationship to other social sciences.

Week 2: Freedom through Enlightenment

Kant's core definition of freedom as autonomy. The categorical imperative; the 'kingdom of ends' as transition from morality to history and politics. Kant's philosophy of history and the idea of a rationally constituted free community. The idea of enlightenment as social and political project.

Required Reading:

- Immanuel Kant, "What is Enlightenment?"

Recommended Reading:

- F. Rauscher, "Kant's Social and Political Philosophy", Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/kant-social-political/>

Weeks 3-5: Hegel's "social" theory of freedom

Hegel's critique of the Kantian theory of freedom. Hegel's model of autonomy: individual freedom as *social* freedom. The political features of social freedom. Social domination and the State. Contemporary relevance of Hegel's critique of individualistic conceptions of autonomy.

Required Readings:

- Week 3: G.W.F. Hegel, *The Philosophy of Right*, Introduction to "Ethical Life", sections 142-157.
- Week 4: G.W.F. Hegel, *The Philosophy of Right*, sections, sections 182-208, 250-256.
- Week 5: G.W.F. Hegel, *The Philosophy of Right*, "The State", sections 257-271.

Recommended Readings:

- David Kolb, *The Critique of Pure Modernity. Hegel, Heidegger, and after*, p.20-37.
- Michael Hardimon, *Hegel's Social Philosophy: The Project of Reconciliation* (Cambridge UP: 2009).
- Axel Honneth, *Suffering from Indeterminacy*, p.52-60.
- Allen Wood, *Hegel's Ethical Thought* (Cambridge University Press, 1990).

Week 6: The End of History? Hegel's critical interpretation of modernity

Historical dimensions of freedom and domination: the idea of moral progress. The idea of an "end of history". Current debates about the "end of history": the meaning of neoliberalism.

Required Reading:

- G.W.F. Hegel, "The realisation of Spirit in history" in his *Lectures on the Philosophy of World History*, p.47-67, 93-97.

Recommended Readings:

- Francis Fukuyama, *The End of History and the Last Man* (NY: The Free Press, 1992).
- Francis Fukuyama, *America at the Crossroads. Democracy, Power and the Neoconservative Legacy* (Yale University Press, 2006).
- Michael Roth, "A Problem of Recognition: Alexandre Kojève and the End of History", *History and Theory*, 24(3), pp. 293-306

Week 7: Feuerbach, the Critique of Religious Alienation

Feuerbach's "projection-theory" of religion. Comparative and historical hermeneutics of religion. Religious alienation and social-political domination. The place of Christianity in the history of religions. The new humanism. Feuerbach's influence on Marx.

Required Reading:

- Ludwig Feuerbach, extracts from *The Essence of Christianity*.

Recommended Readings:

- Van Harvey, *Feuerbach and the Interpretation of Religion* (NY: Cambridge University Press, 1995).
- Marx Warfosky, *Feuerbach* (Oxford UP: 1977).

MID-SEMESTER BREAK (19 September - 3 October)

Weeks 8-10: Marx's critique of domination in modern society

Marx' early critique of the Hegelian state and Hegel's political philosophy; the relationship between philosophy and social life; freedom through labour and activity; alienation as alienated activity; losing oneself in alienated labour; the alienated society. The description and critique of modern alienation; the program of liberation; history as emancipation of alienated labour.

Required Readings:

- Week 8: Karl Marx, *Economico-Philosophical Manuscripts of 1844*, in: *The Portable Karl Marx*, pp. 131-152.
- Week 9: Karl Marx and Friedrich Engels, *Communist Manifesto*, part 1, pp. 54-75.
- Week 10: Karl Marx, *Capital*, vol.1, chapter 26, "The Secret of Primitive Accumulation".

Recommended Readings:

- Etienne Balibar, *The Philosophy of Marx* (London: Verso, 1995).
- Emmanuel Renault, "Work and Domination in Marx", *Critical Horizons*, 15(2), 2014, 179-193.
- Allen Wood, *Karl Marx* (London: Routledge, 2004).

Weeks 11: Nietzsche on nihilism and the death of God

Nietzsche's challenge to modern conceptions of freedom. Nietzsche's diagnosis of nihilism and the (moral, social, cultural) meaning of the 'death of God'. Philosophical and cultural responses to nihilism.

Required Readings:

- Friedrich Nietzsche. *The Will to Power*, Book I, "European Nihilism" (New York: Vintage Books, 1968), pp. 7-19, 34-39.
- Friedrich Nietzsche, *The Gay Science*, §§ 357-377, trans. J. Nauckhoff (Cambridge University Press, 2001).

Recommended Reading:

- Simon Critchley, "Travels in Nihilon", from *Very Little ... Almost Nothing. Death, Philosophy, Literature* (London: Routledge, 1997).

Week 12: Nietzsche's Critique of Modernity: freedom as alienation

Nietzsche's radical critique of Western society, culture, and politics. The problem with liberal and

social democracy. Nietzsche as aristocratic radical or conservative revolutionary? The contemporary legacy of Nietzsche's critique of modernity.

Required Readings:

- Friedrich Nietzsche, "A Glance at the State" in *Human, All Too Human*, trans. R.J. Hollingdale (Cambridge University Press, 1986).
- Friedrich Nietzsche, *Twilight of the Idols*, ## 37-43, trans. R. Polt (Hackett Publishing Company, 1997), pp. 72-78.
- Friedrich Nietzsche, *Beyond Good and Evil*, ##257-263, trans. J. Norman, Cambridge University Press, 2002, pp. 151-162.

Recommended Readings:

- Robert B. Pippin, "Nietzsche's Alleged Farewell: The premodern, modern, and postmodern Nietzsche," in *The Cambridge Companion to Nietzsche*, Cambridge University Press, 1996.
- Stanley Rosen, "Nietzsche's Revolution" from his *The Ancients and the Moderns. Rethinking Modernity*, Yale University Press, 1989.

Week 13: Reading Week

No scheduled lectures: tutorials will be devoted to working on the take-home exam and the quizzes.

Learning and Teaching Activities

Lectures

Live and recorded lectures delivered by Philosophy staff.

Tutorials

Active participation in group learning activities, discussion, and engagement with other students in the course.

Personal reading

Reading of weekly readings and online materials as directed including notetaking where appropriate.

Library research

Academic research using library resources and drawing on recommended bibliographies, course website materials, and students' own research.

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

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

- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Active participation in group learning activities, discussion, and engagement with other students in the course.

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

- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Live and recorded lectures delivered by Philosophy staff.
- Active participation in group learning activities, discussion, and engagement with other students in the course.
- Reading of weekly readings and online materials as directed including notetaking where appropriate.
- Academic research using library resources and drawing on recommended bibliographies, course website materials, and students' own research.

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

- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities

during tutorials.

Assessment tasks

- Online quiz
- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Live and recorded lectures delivered by Philosophy staff.
- Active participation in group learning activities, discussion, and engagement with other students in the course.
- Reading of weekly readings and online materials as directed including notetaking where appropriate.
- Academic research using library resources and drawing on recommended bibliographies, course website materials, and students' own research.

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

- A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.
- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.

Assessment tasks

- Online quiz
- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Live and recorded lectures delivered by Philosophy staff.
- Active participation in group learning activities, discussion, and engagement with other students in the course.
- Reading of weekly readings and online materials as directed including notetaking where appropriate.
- Academic research using library resources and drawing on recommended bibliographies, course website materials, and students' own research.

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

- A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.
- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Online quiz

- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Live and recorded lectures delivered by Philosophy staff.
- Active participation in group learning activities, discussion, and engagement with other students in the course.
- Reading of weekly readings and online materials as directed including notetaking where appropriate.

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

- A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.
- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Online quiz
- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Live and recorded lectures delivered by Philosophy staff.

- Active participation in group learning activities, discussion, and engagement with other students in the course.
- Reading of weekly readings and online materials as directed including notetaking where appropriate.
- Academic research using library resources and drawing on recommended bibliographies, course website materials, and students' own research.

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

- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms of written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Active participation in group learning activities, discussion, and engagement with other students in the course.

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 outcomes

- A good understanding of the history and significance of modern philosophical

approaches to the problems of freedom and domination.

- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Live and recorded lectures delivered by Philosophy staff.
- Active participation in group learning activities, discussion, and engagement with other students in the course.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- A good understanding of the history and significance of modern philosophical approaches to the problems of freedom and domination.
- A good understanding of the relevance of these approaches for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in moral, social and political philosophy.
- An ability to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Take-Home Exam
- Tutorial Participation

Learning and teaching activities

- Active participation in group learning activities, discussion, and engagement with other students in the course.

Changes since First Published

Date	Description
22/06/2017	Details about marking criteria were added.