



PHL 351

Social Philosophy

S1 Day 2013

Philosophy

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General Information

Unit convenor and teaching staff

Course Co-Lecturer

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Credit points

3

Prerequisites

39cp or admission to GDipArts

Corequisites

Co-badged status

Unit description

Continuing the inquiry commenced in PHL254, this unit explores in more depth how social transformations might both foster and hinder the realisation of our freedom and human potential. Economic growth is generally taken to be an unquestionable good but what are its costs at a social and environmental level? Modern technology is taken to be the key to the future but what impact does it have on our relationships with nature? A successful career is often accepted as essential to happiness but is contemporary work a fully rewarding experience? Are the economic inequalities generated by contemporary social and economic transformations justifiable in a democratic society? This unit addresses these questions first by examining the social philosophy tradition (the Frankfurt School of critical theory), focusing on key themes such as the economic rationalisation of society, the effects of this rationalisation on individuals and communities, and the prospects for social freedom in an economically rationalised world. The second part of the unit then turns to contemporary approaches in social philosophy (Axel Honneth) that offer critical analyses and possible alternatives to some of the most pressing issues we face, including economic and social injustice, the environmental crisis, and social pathologies arising from new work conditions and career demands.

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 European social philosophy.

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

An ability to understand and analyse arguments and concepts in European social philosophy, and to evaluate different philosophical theories in relation to other relevant disciplinary approaches.

An ability to apply philosophical theories and concepts to other areas of social and cultural practice.

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

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

Assessment Tasks

Name	Weighting	Due
Online quiz	10%	Friday March 22
Case Study	30%	Monday April 18
Philosophical Essay	35%	Monday June 10
Tutorial Participation	25%	Throughout semester

Online quiz

Due: **Friday March 22**

Weighting: **10%**

An online quiz to be done in Week 4. This quiz will involve writing short answers to questions based on the weekly topics covered in the first three weeks of the course. The quiz will be available online and accessible to students for one week; once a student commences the quiz there will be a set time period to complete the quiz (20-30 mins).

On successful completion you will be able to:

- A good understanding of the history and significance of European social philosophy.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Case Study

Due: **Monday April 18**

Weighting: **30%**

This assignment tests your ability to explain and apply some of the philosophical ideas and theories that you have been studying. You will be given a problem or 'case study' scenario and asked to choose among a number of theoretical approaches to analyse and explain this problem or case study. You may also be asked to compare and contrast different theoretical approaches, and to comment on the strengths and weaknesses of each approach, or to defend your choice of theory against competing alternatives. The aim will be to give you practice in analysing and applying philosophical ideas to concrete situations and to be able to argue for or against particular theoretical approaches.

On successful completion you will be able to:

- A good understanding of the history and significance of European social philosophy.
- A good understanding of the relevance of theoretical approaches considered for broader

philosophical, social, cultural and political debates.

- An ability to understand and analyse arguments and concepts in European social philosophy, and to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
- An ability to apply philosophical theories and concepts to other areas of social and cultural practice.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms for written expression.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Philosophical Essay

Due: **Monday June 10**

Weighting: **35%**

These major assignments are designed to test your ability to engage with a topic in depth. Writing an essay tests your ability to express, analyse and organise key ideas clearly and systematically, and to develop an argument or point of view in a sustained and coherent manner. Essays are also the primary mode in which philosophical research is conducted; hence writing essays in philosophy units helps enhance students' abilities to analyse, interpret, and propose philosophical points of view on a variety of topics and problems.

On successful completion you will be able to:

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

Tutorial Participation

Due: **Throughout semester**

Weighting: **25%**

Tutorials are an important site of individual and group learning. Philosophy tutorials involve students in active discussion with their tutor and fellow students, raising and responding to questions, analysing problems, and engaging in individual and group learning activities with their tutor. Students will also prepare a brief essay plan/opening paragraph for their final essay as part of their tutorial participation. Students are expected to attend at least 75% of classes.

Weekly Tutorials will begin in **WEEK 2** and continue until Week 13. There will also be weekly discussion questions set that students will be asked to answer. **Students are required to answer a minimum of 5 questions across the semester.** Your best 2 questions will count towards your participation mark (x/10). If you do not answer the minimum number of questions, you will receive 0/10 for this component of your tutorial participation mark. The tutorial mark consists of 10 marks for attendance and participation; 10 marks for the two best discussion question answers; and 5 marks for your essay plan.

External students will be required to participate in weekly online tutorials where set questions will also be discussed and interaction between students will be fostered. The course convenor will also participate in these discussions from time to time, mainly in a facilitating and moderating role.

On successful completion you will be able to:

- A good understanding of the history and significance of European social philosophy.
- A good understanding of the relevance of theoretical approaches considered for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in European social philosophy, and 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.

Delivery and Resources

Technology Used and Required

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

PHL351 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

There are two lectures per week:

Monday 12.00-1pm W5C 309

Thursday 12.00-1pm W6B 315

There is one tutorial class scheduled (at present):

Monday 1.00pm-2.00pm W5C 309

Weekly tutorials **will begin in WEEK 2** and will continue until Week 13. There will also 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. I will also participate in these discussions from time to time, mainly in a facilitating role.

Learning and Teaching Strategy

This unit will be driven by student-centred learning strategies, combining lectures with active seminar-style discussion. Learning technologies such as iLearn websites, lecture recordings, and other electronic resources will be used throughout to facilitate learning. Active participation and group learning activities will be emphasised throughout the semester. Student feedback concerning the content and delivery of the course will also be encouraged.

The unit is taught through lectures and tutorials (two lectures and one tutorial per week). Tutorials will be run as weekly workshops dealing with questions and problems arising from the weekly readings and lecture material. Students will be expected to attend the weekly lectures and to read set readings in preparation for tutorials. Active participation is encouraged: asking questions, making comments, raising issues for discussion by the group, etc. Students are also encouraged to relate the lecture and reading material to other areas of study and to broader social, cultural and political debates. External students are required to participate in online discussions.

Information about iLearn and other resources:

Very useful information and resources for using iLearn can be found at this website:

<http://www.mq.edu.au/iLearn/>

The web page for this unit can also be found at the mq iLearn website:

<https://ilearn.mq.edu.au/login/MQ/>

Changes since the last offering of this unit:

Since last being offered this unit has undergone the following changes:

Revision of learning activities, outcomes, and assessment tasks;

Curriculum mapping of relationship between activities, outcomes, and graduate capabilities;

Addition of new course content including new topics and more updated weekly readings;

Greater emphasis given to active learning and group learning activities.

Required and Recommended Texts and/or Materials

PHL351 Social Philosophy will be using electronically available readings, either via e-reserve at the library or via online open access websites.

Recommended websites, articles, and video clips will also be made available via the PHL351 website. A guide to further reading/recommended bibliography will also be posted for students.

Other material (readings lists)

The following is a list of supplementary readings. Students are not required to read all of this literature but you may wish to consult some of these text when preparing your essays. There is a vast critical literature on social philosophy that is not included in this list; further resources and readings are available via the library.

Adorno, Theodor W., *Negative Dialectics*, trans. E.B. Ahston (London: Routledge, 1973).

Adorno, Theodor W. and Horkheimer, Max, *Dialectic of Enlightenment*, trans. E. Jephcott, (Stanford: Stanford University Press, 2002).

Bernstein, Jay, *Recovering Ethical Life. Jürgen Habermas and the Future of Critical Theory* (London: Routledge, 1995).

——— “Suffering Injustice: Misrecognition as Moral Injury in Critical Theory,” *International Journal of Philosophical Studies* 13:3 (2005), pp. 303-324.

Deranty, Jean-Philippe et al. (eds.) *Recognition, Work, Politics: New Directions in French Critical Theory* (Leiden: Brill, 2007).

Deranty, Jean-Philippe, “Injustice, Violence and Social Struggle. The Critical Potential of Honneth’s Theory of Recognition,” in J. Rundell et al. (eds.) *Contemporary Perspectives in Social and Critical Philosophy* (Leiden: Brill, 2005), pp. 297-322.

——— “The Loss of Nature in Axel Honneth’s Theory of Recognition: Rereading Mead with Merleau-Ponty,” *Critical Horizons* 6 (2005), pp. 153-181.

——— “Repressed Materiality: Retrieving the Materialism in Axel Honneth’s Theory of Recognition”, in J.-P. Deranty, et al., *Recognition, Work, Politics: New Directions in French Critical Theory* (Leiden: Brill, 2007), pp. 137-164.

——— “Critique of Political Economy and Contemporary Critical Theory: A Defence of Honneth’s Theory of Recognition,” in H.-C. Schmidt-am-Busch and C. Zurn (eds.), *The Philosophy of Recognition: Historical and Contemporary Perspectives* (Berlin: Akademie Verlag, 2009).

Deranty, Jean-Philippe and Emmanuel Renault, "Politicising Honneth's Ethics of Recognition," *Thesis Eleven* 88 (2007), pp. 92-111.

Dews, Peter (ed.), *Habermas. A Critical Reader* (Oxford: Blackwell, 1999).

Düttman, Alexander, *Between Cultures: Tensions in the Struggle for Recognition*, trans. K. Woodgate (London: Verso, 2000).

Feenberg, Andrew, *Heidegger and Marcuse: Catastrophe and Redemption of History* (New York: Routledge, 2005).

Feldman, Leonard, "Redistribution, Recognition, and the State: The Irreducibly Political Dimension of Injustice," *Political Theory* 30:3 (2002), pp. 410-440.

Foster, Roger, "Recognition and Resistance: Axel Honneth's Critical Social Theory," *Radical Philosophy* 94 (1999), pp. 6-18.

Fraser, Nancy, *Justice Interruptus: Critical Reflections on the 'Postsocialist' Condition* (New York: Routledge, 1997).

— "Rethinking Recognition," *New Left Review* 3 (2000), pp. 107-120.

— "Recognition without Ethics," *Theory, Culture and Society* 18:2-3 (2001), pp. 21-42.

Freundlieb, Dieter, "Rethinking Critical Theory: Weaknesses and New Directions," *Constellations* 7:1 (2000), pp. 80-99.

Habermas, Jürgen, *Toward a Rational Society*, trans. J. Shapiro (London: Heinemann, 1971).

— *Knowledge and Human Interests*, trans. J. Shapiro (Cambridge: Polity, 1987).

— *The Theory of Communicative Action*, trans. T. McCarthy (New York: Beacon Press, 1984).

— *Postmetaphysical Thinking: Philosophical Essays*, trans. W. M. Hohengarten (Cambridge: Polity Press, 1992).

— *The Philosophical Discourse of Modernity*, trans. F. G. Lawrence (Cambridge, Mass.: The MIT Press, 1990).

— *Moral Consciousness and Communicative Action*, trans. C. Lenhardt and S. Weber Nichol森, (Cambridge: Polity Press, 1990).

— *Justification and Application* (Cambridge: Polity Press, 1993).

— *Between Facts and Norms*, trans. W. Rehg (Cambridge: Polity Press, 1996).

— *The Inclusion of the Other: Studies in Political Theory*, C. Cronin and P. De Greiff (eds.), (Cambridge, Mass.: The MIT Press, 1999).

— *The Future of Human Nature* (Cambridge: Polity Press, 2003).

Honneth, Axel, *Critique of Power. Reflective Stages in a Critical Social Theory*, trans. K. Baynes, (Cambridge, Mass.: The MIT Press, 1991).

— *The Fragmented World of the Social. Essays in Social and Political Philosophy*, C. C. Wright (ed.) (New York: 1995).

— *The Struggle for Recognition. The Moral Grammar of Social Conflicts*, trans. J. Anderson (Cambridge: Polity Press, 1995).

— *Disrespect: The Normative Foundations of Critical Theory* (Cambridge: Polity Press, 2007).

— *Reification: A New Look at an Old Idea* (Oxford: Oxford University Press, 2008).

Horkheimer, Max, *Between Philosophy and Social Science*, trans. F. Hunter, M. Kramer, J. Torpey (Cambridge, Mass.: The MIT Press, 1993).

— *Critical Theory: Selected Essays*, trans. M. O'Connell et al. (New York: Continuum, 2002).

Marcuse, Herbert, *Negations, Essays in Critical Theory*, trans. J. Shapiro (London: Penguin, 1968).

— *Studies in Critical Theory*, trans. J. De Bres (London: NLB, 1972).

— *An Essay on Revolution* (Boston: Beacon Press, 1969).

— *Counterrevolution and Revolt* (Boston: Beacon Press, 1972).

Marx, Karl, *Early Writings*, trans. R. Livingstone and G. Benton (London: Penguin Books, 1992).

— *Capital I*, trans. B. Fowkes (London: Penguin, 1990).

McCarthy, Thomas, *The Critical Theory of Jürgen Habermas* (London: Hutchinson, 1978).

Pippin et al., *Marcuse: Critical Theory and the Promise of Utopia* (Massachusetts: Bergin & Garvey, 1988), pp. 215-224.

Thompson, Simon, *The Political Theory of Recognition: A Critical Introduction* (Cambridge: Polity, 2006).

— "Is Redistribution a Form of Recognition? Comments on the Fraser-Honneth Debate," *Critical Review of International Social and Political Philosophy* 8:1, pp. 85-102.

Whitebook, Joel, "The Problem of Nature in Habermas", in D. Macauley (ed.), *Minding Nature* (New York: Guilford Press, 1996).

Zurn, Christopher, "Anthropology and Normativity: a Critique of Axel Honneth's 'Formal Conceptions of Ethical Life'", *Philosophy and Social Criticism* 26:1 (2000), pp. 115-124.

— "Identity or Status? Struggles over 'Recognition' in Fraser, Honneth, and Taylor," *Constellations* 10:4 (2003), pp. 519-537.

— "Recognition, Redistribution, and Democracy: Dilemmas of Honneth's Critical Social Theory," *European Journal of Philosophy* 13:1 (2005), pp. 89-126.

Unit Schedule

Week 1: Defining social philosophy (February 25)

Social philosophy as an original way of looking at contemporary society; definition and characterisation of key problems; overview of the main questions linked to social philosophy.

Readings:

- Axel Honneth, "Pathologies of the Social," in D. Rasmussen (ed.), *Handbook of Critical Theory* (Oxford: Blackwell, 1996), pp. 369-398 / 2-16.
- Axel Honneth, "A Social Pathology of Reason," in F. Rush (ed.), *The Cambridge Companion to Critical Theory* (Cambridge: Cambridge University Press, 2004), pp. 336-360 / 18-30.

Part I: Key concepts and arguments in the tradition of social philosophy

Week 2: The 'total administration' thesis I (March 4)

Adorno and Horkheimer's idea of a 'dialectic of Enlightenment'; the paradox of a rational progress leading to self-destruction; late capitalism as 'total administration' of life. Marcuse's diagnosis of 'new forms of control'; technology; the repression of nature within and without; the idea of a 'liberation of nature'.

Readings:

- Theodor Adorno, "Psychology and Sociology (Part One)," *New Left Review* 1:46 (1967), pp. 1-10 / 116-125.
- Herbert Marcuse, "The New Forms of Control," "The Conquest of the Unhappy Consciousness: Repressive Desublimation," *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society* (London: Routledge, 1964), pp. 1-18, 70-81 / 127-142.
- Herbert Marcuse, "Aggressiveness in Advanced Industrial Society," *Negations: Essays in Critical Theory* (London: Free Association Books, 1988), pp. 248-269 / 144-154.

Week 3: Habermas: The 'colonisation' thesis I (March 11)

Jürgen Habermas' key intervention in social philosophy; the increase in complexity of contemporary society; system versus lifeworld.

Readings:

- Jürgen Habermas, "The Concept of the Lifeworld," "The Uncoupling of System and Lifeworld," "The Tasks of a Critical Theory," *The Theory of Communicative Action* vol. 2 (Boston: Beacon Press, 1987), pp. 134-152, 153-155, 382-397 / 156-173.
- Jürgen Habermas, "The Dialectic of Rationalisation," in P. Dews (ed.), *Autonomy and Solidarity* (London: Verso, 1986), pp. 104-115 / 174-188.

Week 4: Habermas: The 'colonisation' thesis II (March 18)

Habermas's thesis on the 'colonisation' of the lifeworld by 'functionalist' reason: the nefarious invasion of non-economic spheres by economic rationalist logic. Communication as a core mechanism of social integration.

Readings:

- Jürgen Habermas, "The Concept of the Lifeworld," "The Uncoupling of System and Lifeworld," "The Tasks of a Critical Theory," *The Theory of Communicative Action* vol. 2 (Boston: Beacon Press, 1987), pp. 134-152, 153-155, 382-397 / 156-173.

Background Reading:

- Samir Gandesha, "Marcuse, Habermas and the Critique of Technology," in J. Abromeit and W. Cobb (eds.), *Herbert Marcuse: A Critical Reader* (London: Routledge, 2004), pp. 188-208 / 180-190

Week 5: Multiculturalism and liberalism (March 25)

The question of human rights and globalisation: bulwark against barbarism or instrument of political domination? Habermas on human rights and multiculturalism. Taylor on multiculturalism and recognition

[N.B. Public holiday on Friday March 29 (Good Friday): lecture will be pre-recorded]

Readings:

- J. Habermas, Multiculturalism and the Liberal State *Stanford Law Review*, Vol. 47, No. 5. (May, 1995), pp. 849-853. (Online: http://homepage.univie.ac.at/herbert.preiss/files/Habermas_Multiculturalism_and_the_Liberal_State.pdf)
- S. Benhabib, 'The liberal imagination and the four dogmas of multiculturalism': [The Yale Journal of Criticism, Volume 12, Number 2, Fall 1999](#)
- C. Taylor, 'The Politics of Recognition' in C. Taylor and A. Gutman (ed.) *Multiculturalism, Expanded Paperpack Edition*, Princeton University Press, 1994, pp. 25 ff. (http://elplandehiram.org/documentos/JoustingNYC/Politics_of_Recognition.pdf)

Weeks 6: Global Capitalism, Human Rights, and Liberal Democracy (April 1)

The question of human rights and globalisation. Challenges for liberal democracies in a globalised world: human rights, the global economy, liberal democracy. Habermas and Ranciere on rights, politics, and democracy.

Readings:

- Jürgen Habermas, 'The Concept Of Human Dignity And The Realistic Utopia Of Human Rights', *Metaphilosophy*, [Volume 41, Issue 4, pages 464–480, July 2010](#)
- Jacques Ranciere, "Who is the Subject of the Rights of Man?" *South Atlantic Quarterly* vol.103, no2/3 , 2004, pp. 297-310.

Week 7: The Critique of Human Rights and Liberal Democracy (April 8)

Is the ethical-moral critique of human rights' violations under conditions of globalisation enough? Badiou's critique of human rights discourse and liberal democracy. The relationship between philosophy, politics, and democracy. Zizek on the GFC and its broader political and ideological implications.

Readings:

- Alain Badiou, "Does Man Exist?" and "Ethics as a Figure of Nihilism" from his *Ethics*, pp. 4-17, and pp. 30-37.
- Badiou, "Philosophy and Politics", from his *Infinite Thought*, pp. 69-78.
- Badiou, "A Speculative Disquisition on the Concept of Democracy", from his *Metapolitics*, pp. 78-85.
- S. Zizek, 'It's Ideology, Stupid!', *First as Tragedy, then as Farce* (London: Verso Books, 2009), pp. 9-37.

MID-SEMESTER BREAK (April 15-26)

N.B. Case Study due Monday, 15 April (1st week of mid-semester break)

Part II: Contemporary social philosophy

Weeks 8: Honneth's Theory of Recognition (April 29)

Problems with the 'colonisation thesis'; recognition as core mechanism of social integration; the spheres of recognition: love, rights, social esteem; modernity as moral progress; the centrality of social movements for social progress.

Primary Text:

- Axel Honneth, *The Struggle for Recognition. The Moral Grammar of Social Conflicts* (MIT Press, 1995), chapter 5.

Secondary Texts:

- Axel Honneth, "Habermas' Theory of Society," *Critique of Power* (Cambridge Mass.: The MIT Press, 1991), pp. 282-303.
- Axel Honneth, "Disrespect and Resistance," *The Struggle for Recognition* (London: Polity Press, 1995), pp. 160-170 / 204-209.
- Axel Honneth, "Redistribution as Recognition" and "The Point of Recognition," in N. Fraser and A. Honneth, *Redistribution or Recognition? A Political-Philosophical Exchange* (London: Verso, 2003), pp. 138-143, 180-189.

Week 9: Recent debates in Critical Theory (May 6)

Primary recognition as foundation of the spheres of recognition. The subject of recognition;

Critical Theory and psychoanalysis; reification and alienation in contemporary Critical Theory.
The problem of the environment and natural objects in contemporary Critical Theory.

Primary Text:

- Extracts from Axel Honneth, *Reification. A New Look at an Old Idea* (OUP, 2008), 40-63.

Secondary Texts:

- Joel Whitebook, "The Problem of Nature in Habermas", from *Minding Nature* (Guilford Press: New York, 1996), 283-318.
- Joel Whitebook, "Mutual recognition and the work of the negative", in *Pluralism and the Pragmatic Turn: The Transformation of Critical Theory*, ed. W. Rehg & J. Bohman, (Cambridge: Cambridge UP, 2001), 257-290.
- Axel Honneth, "Facets of the Presocial Self: A Rejoinder to Whitebook", in *The I and the We. Studies in the Theory of Recognition* (Cambridge: Polity, 2012), 217-231.
- Johanna Meehan, "Recognition and the Dynamics of Intersubjectivity", in *Axel Honneth. Critical Essays*, Danielle Petherbridge (ed) (Leiden: Brill, 2012), 89-124.

Week 10: The critique of contemporary capitalism (May 13)

What are the specific features of contemporary capitalism? Fordism and post-fordism, neoliberal capitalism. Can contemporary capitalism be critiqued from the perspective of recognition? The "redistribution-recognition" debate. Contemporary critique of political economy.

Primary texts:

- "Redistribution as Recognition" and "The Point of Recognition," in N. Fraser and A. Honneth, *Redistribution or Recognition? A Political-Philosophical Exchange* (London: Verso, 2003), 21-223, 248-256.
- Martin Hartmann and Axel Honneth, "Paradoxes of Capitalism", *Constellations* 13:1 (2006), pp. 41-58 / 304-321.

Secondary texts:

- Christopher Zurn, "Recognition, Redistribution and Democracy: Dilemmas of Honneth's Social Theory", *European Journal of Philosophy*, 2005, 13(1), 89-126.
- Nicholas Smith, "Recognition, Culture and Economy: The Debate of Honneth with Fraser", in *Axel Honneth. Critical Essays* (Brill, 2011), 321-345.
- J-P Deranty, "Marx, Honneth and the Tasks of Critical Theory", *Ethical Theory and Moral Practice*, 2013.
- Emmanuel Renault, "From Fordism to Post-Fordism: Beyond or Back to Alienation?", *Critical Horizons*

Week 11-12: Subjectivities under pressure: the contemporary experience of work; intimate and self-relations (May 20)]

The different dimensions of contemporary work. How should contemporary work organizations and work experiences be critiqued? Subjective life and interpersonal relations as “factors of production”. Identity and relationships as commodities.

Primary texts:

- Axel Honneth, “Organised Self-Realisation”, *European Journal of Social Theory* 7:4 (2004), pp. 463-478 / 288-302.
- Axel Honneth, “Recognition and Work. A New Definition”, English version of German article published in *Deutsche Zeitschrift für Philosophie* 56:3 (2008), pp. 327-341 / 344-366.
- Christophe Dejours, extract from “From the Psychopathology to the Psychodynamics of Work”, Smith/Deranty (eds) *New Philosophies of Labour* (Brill, 2012), 221-251.

Secondary texts:

- Eva Illouz, *Cold Intimacies: The Making of Emotional Capitalism* (London: Polity, 2007), Chapter 4. “Romantic Webs,” pp. 74-114 / 323-343.
- J-P Deranty, “Cooperation and Expression as Norms of Contemporary Work”, in Smith/Deranty (eds) *New Philosophies of Labour* (Brill, 2012), 151-181.
- Nicholas Smith and J-P Deranty, “Work and the Politics of Misrecognition”, *Res Publica*, 18, 2012, 53-64.
- J-P Deranty and Craig MacMillan, “The ILO's Decent Work Initiative: Suggestions for an Extension of the Notion of “Decent Work”, *Journal of Social Philosophy*, 43(4), 2012, 386-405.

Week 13: Reading Week (June 3)

No scheduled lectures: tutorials will be devoted to essay writing workshops.

N.B. Essay due Monday, 10 June (first week of exam period)

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://www.mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

Assessment tasks

- Case Study
- Philosophical Essay
- Tutorial Participation

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.

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Assessment tasks

- Online quiz
- Case Study
- Philosophical Essay
- Tutorial Participation

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:

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- A good understanding of the relevance of theoretical approaches considered for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in European social

philosophy, and to evaluate different philosophical theories in relation to other relevant disciplinary approaches.

- An ability to apply philosophical theories and concepts to other areas of social and cultural practice.
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Assessment tasks

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- Case Study
- Philosophical Essay
- Tutorial Participation

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.

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Learning outcomes

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- A good understanding of the relevance of theoretical approaches considered for broader philosophical, social, cultural and political debates.
- An ability to understand and analyse arguments and concepts in European social philosophy, and to evaluate different philosophical theories in relation to other relevant disciplinary approaches.
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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.

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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.

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Learning outcomes

- A good understanding of the history and significance of European social philosophy.
- An ability to apply philosophical theories and concepts to other areas of social and cultural practice.
- To participate actively in group and online discussion and in group learning activities during tutorials.

Assessment tasks

- Case Study
- Philosophical Essay
- Tutorial Participation

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.

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- An ability to apply philosophical theories and concepts to other areas of social and cultural practice.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms for written expression.
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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.

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Learning outcomes

- A good understanding of the history and significance of European social philosophy.
- A good understanding of the relevance of theoretical approaches considered for broader philosophical, social, cultural and political debates.
- An ability to apply philosophical theories and concepts to other areas of social and cultural practice.

Assessment tasks

- Case Study
- Philosophical Essay
- Tutorial Participation

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.

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Learning outcomes

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- A good understanding of the relevance of theoretical approaches considered for broader philosophical, social, cultural and political debates.
- An ability to apply philosophical theories and concepts to other areas of social and cultural practice.

Assessment task

- Tutorial Participation

Changes since First Published

Date	Description
22/11/2012	The Description and Prerequisites were updated.