PHL 254

Freedom and Alienation

S1 Day 2013

Philosophy

Contents

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General Information

Unit convenor and teaching staff
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W6A 724
TBA

Credit points
3

Prerequisites
12cp or admission to GDipArts

Corequisites

Co-badged status

Unit description
The term 'freedom' is frequently used today, but what does the concept of freedom really mean? Is there more freedom in modern liberal societies than in other forms of society? If so, does this make them better? Is it always a good thing to increase individual freedom? Or does the pursuit of freedom in the modern world have individual and social costs that outweigh the benefits? In a world that often deploys the concept of 'freedom' for various political or ideological ends, should we rethink the meaning of the value of freedom? This unit explores these questions by investigating the modern conception of freedom and its 'dark' or other side, the experience of alienation. We begin by examining the emergence of the Enlightenment conception of freedom as moral and individual autonomy (Kant), exploring important criticisms of individualist notions of autonomy and analyses of the social and political conditions of freedom (Hegel). We then examine various radical critiques of modern society that challenge the claim that modern individuals are genuinely free, focussing on the problem of alienation in modern social, economic, and political life (Marx). Finally, we explore the crisis of meaning in modern culture, asking whether modernity can provide adequate forms of social and cultural meaning in response to the crises afflicting the value of freedom (Nietzsche).

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 alienation.

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	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 ba set time period to complete the quiz (20-30 mins).

On successful completion you will be able to:

- An ability to understand and analyse arguments and concepts in moral, social and political 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 modern philosophical approaches to the problems of freedom and alienation.
- 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.

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 modern philosophical

approaches to the problems of freedom and alienation.

- 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: **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 3** (**not Week 2!**) and continue through to **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 (/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. Thecourse 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 modern philosophical approaches to the problems of freedom and alienation.

- 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 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.

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

There are two lectures per week:

Wednesday 10.00am-11.00am C5C 209

Friday 10.00am-11.00am W6B 336

There are two tutorial class scheduled (at present):

Wednesday 11.00am-12.00noon X5B 132

Friday 11.00am-12noon W5C 302

Weekly tutorials **will begin in WEEK 3 (not 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, maninly in a facilitating role.

Learning and Teaching Strategy

This unit will 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 required: 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;

Greater emphasis given to active learning and group learning activities.

Required and Recommended Texts and/or Materials

PHL254 Freedom and Alienation 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 PHL254 website. A guide to further reading/recommended bibliography will also be posted for students.

Unit Schedule

Week 1: Introduction: Freedom and Alienation (Feb 25-March 1)

The definition of freedom as autonomy. The notion of alienation. The idea of philosophy as emancipatory critique.

Suggested Reading: Charles Taylor, "Nature as Source," *Sources of the Self: The Making of the Self*, pp. 356-367.

Film extract: Peter Weir, *The Truman Show* (1998).

Weeks 2-3: Freedom as autonomy: Kant's philosophy of history and politics (March 4-8; March 11-15)

 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. Kant's legacy (Rawls and Habermas).

Essential Readings:

· Immanuel Kant, "Transition From a Metaphysics of Morals to a Critique of Pure Practical Reason," *Groundwork of the Metaphysics of Morals*, pp. 49-63.

· Immanuel Kant, "Idea for a Universal History with a Cosmopolitan Purpose," *Political Writings*, pp. 41-53.

Secondary Readings:

· Christine Korsgaard, "Morality as Freedom," *Creating the Kingdom of Ends*, pp. 159-185. E-book: http://ebooks.cambridge.org/chapter.jsf?bid=CBO9781139174503&cid=CBO9781139174503A013

· Jürgen Habermas, "On the Internal Relation Between Rule of Law and Democracy," *The Inclusion of the Other*, pp. 253-264.

· John Rawls, "The Law of Peoples," *Critical Inquiry*, vol. 20, no. 1 (Autumn 1993): 36-68. http://www.jstor.org/stable/1343947?seq=1

Week 4: Hegel's critique of Kantian morality: the Notion of "Ethicality" (March 18-22)

Hegel's critique of Kant's moral philosophy. The critique of the categorical imperative: tautology, abstraction, subjectivism. Ethics versus morality. The social conditions of moral autonomy.

Readings:

· G.W.F. Hegel, "The Good and conscience" in his *Philosophy of Right*, § 129-140.

· T. O'Hagan, "On Hegel's critique of Kant's moral and political philosophy", in *Hegel's Critique of Kant*, chap.7, p.135-160.

N.B. Online Quiz to be done in Week 4

Week 5: Hegel's Theory of Civil Society and the State (March 25-29)

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

Readings:

· G.W.F. Hegel, *The Philosophy of Right,* Introductions to *Ethicality* and *State* sections, §§. 142-157 and 257-271.

· David Kolb, *The Critique of Pure Modernity. Hegel, Heidegger, and after*, p.20-37.

· Axel Honneth, *Suffering from Indeterminacy*, p.52-60.

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

Week 6: The End of History? Hegel's critical interpretation of modernity (April 1- 5)

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

Readings:

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

· Adriaan Peperzak, *Modern Freedom. Hegel's Legal, Moral and Political Philosophy*, p.575-584.

· Francis Fukuyama, *The End of History and the Last Man*, pp.199-210.

· Francis Fukuyama, *America at the Crossroads. Democracy, Power and the Neoconservative Legacy*, Yale University Press, 2006, pp. 47-65.

Weeks 7-8: Marx's critique of Hegel: alienated labour (April 8 -12; April 29-May 3)

MID-SEMESTER BREAK (**April 15-26**)

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

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.

Essential Readings:

· Karl Marx, "Contribution to the Critique of Hegel's Philosophy of Right: Introduction," *The Portable Karl Marx*, pp. 115-124.

· Karl Marx, *Economico-Philosophical Manuscripts of 1844*, in: *The Portable Karl Marx*, pp. 131-152.

Secondary Readings:

· Gyorgy Márkus, "Human Essence and History," *Marxism and Anthropology*, pp. 36-50.

Week 9: Marx's critique of capitalism: prescient or prehistoric? (May 6-10)

The description and critique of modern alienation. The programme of a liberation of mankind. Contemporary debates on the relevance of Marx' critique.

Readings:

· Karl Marx and Friedrich Engels, *Communist Manifesto*, part 1, pp. 54-75.

· Agnes Heller, "Labour and human needs in a society of associated producers" in *Modern Interpretations of Marx*, p.188-201.

· C. Leys and L. Panitch, "The political legacy of the Manifesto", in *Socialist Register 1998*.

Weeks 10-11: Nietzsche on nihilism and the death of God (May 13-17; May 20-24)

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.

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.

Secondary Readings:

·   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 (May 27-31)

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.

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.

Secondary Reading:

·   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 (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 modern philosophical approaches to the problems of freedom and alienation.
- 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

- Case Study
- Philosophical Essay
- 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

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

- Online quiz

- Case Study
- Philosophical Essay
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Learning and teaching activities

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- 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 alienation.
- 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
- Case Study

- Philosophical Essay
- 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 alienation.
- 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

- Case Study
- Philosophical Essay
- 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 alienation.
- 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

- Case Study
- Philosophical Essay

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.

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

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

- Case Study
- Philosophical Essay
- Tutorial Participation

Learning and teaching activities

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

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

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

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

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

- Case Study
- Philosophical Essay
- 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
22/11/2012	The Description and Prerequisites were updated.