



PHL 351

Social Philosophy

S2 Day 2018

Dept of Philosophy

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor & Lecturer

Andrew Dunstall

andrew.dunstall@mq.edu.au

Contact via 0298506770

Australian Hearing Hub, Level 2 North

Mondays or Tuesdays by appointment

Credit points

3

Prerequisites

(39cp at 100 level or above) or admission to GDipArts

Corequisites

Co-badged status

Unit description

Social philosophy is a type of philosophical investigation that focuses on issues affecting individuals and communities as a result of dysfunctions in modern society. Using the tools of philosophical analysis, it seeks to define the perspective from which criticism can be formulated, and how possible solutions can be found. The unit draws on key social philosophers of the 20th century to address some of the most pressing issues faced by contemporary societies, such as the social and environmental impacts of the current economic system; the effects of technology upon human bodies and lives; and the limitations placed on individual rights and freedoms by new forms of state and corporate institutions.

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:

An well-developed understanding of the history and significance of European social philosophy as an area of research.

A well-developed 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 specific areas of social and cultural practice.

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

To consistently participate in small groups, whole class, and online discussions, throughout a semester period by making significant contributions in a respectful, collaborative, and productive manner.

General Assessment Information

Detailed criteria and sample material for the assessments will be provided through the iLearn site for the unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Philosophical Essay</u>	50%	No	Friday 9 November
<u>Tutorial Participation</u>	20%	No	Throughout semester
<u>Three small tests</u>	30%	No	Wk 4, Wk 7, Wk 10

Philosophical Essay

Due: **Friday 9 November**

Weighting: **50%**

Your final assessment will demonstrate the extent of your learning across the course.

To do this, you will **develop a research question during class activities, and complete a piece of social philosophy research** that follows from it. As a third year unit, you will be expected to show that you can navigate relevant material beyond the course outline. Research guidance will be a feature of class discussions.

You will need to demonstrate your knowledge of social philosophy, its significance, and applications. Your essay will showcase your abilities in analysis, interpretation, and argument.

- Research question developed in consultation with the lecturer
- A polished piece of social philosophy up to 2,500 words in length (excluding references)
- Research beyond immediate course material
- Demonstrates consistent work across the semester

On successful completion you will be able to:

- An well-developed understanding of the history and significance of European social philosophy as an area of research.
- An ability to apply philosophical theories and concepts to specific areas of social and cultural practice.
- To articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms for written expression.
- To consistently participate in small groups, whole class, and online discussions, throughout a semester period by making significant contributions in a respectful, collaborative, and productive manner.

Tutorial Participation

Due: **Throughout semester**

Weighting: **20%**

Philosophy tutorials involve students in active discussion with their tutor and fellow students, raising and responding to questions about the material, analysing problems, and engaging in individual and group learning activities with their tutor.

The participation grade evaluates your engagement in the course. You will receive a grade out of 10 for your basic participation - taking part in the class. You will receive an additional grade out of 10 based on the *quality of engagement*.

You can demonstrate high quality engagement by the following:

- Preparing reading notes and questions;
- Giving substantial input into class & group discussion;
- Making connections between several topics from the course; and
- Any other actions that show sustained attention and effort towards the course.

Note: Weekly Tutorials will begin in **WEEK 2** and continue until **Week 12** (10 tutorials in total). Note that there is no tutorial in Week 8 due to the Public Holiday. Week 8 is therefore a reading week.

On successful completion you will be able to:

- An well-developed understanding of the history and significance of European social philosophy as an area of research.

- To consistently participate in small groups, whole class, and online discussions, throughout a semester period by making significant contributions in a respectful, collaborative, and productive manner.

Three small tests

Due: **Wk 4, Wk 7, Wk 10**

Weighting: **30%**

As a way of monitoring your progress, and providing useful feedback on your understanding of the course, you will complete three small tests during the semester. They will help you to start the course well, and maintain a focus.

- Tests will be completed through ilearn, and you'll have a two week period to complete each one.
- Each test will have 4 or five questions, and you will receive feedback from them.
- They will open on Mondays in Weeks 3, Week 6, and Week 9 (after the break).
- It is your responsibility to track the closing date.

They will not be easy quizzes, but will require you to think carefully about the material you've read, and what you have done in class. If you are not active in class, or have not been active in external discussion, you will likely not be able to complete the tests.

On successful completion you will be able to:

- A well-developed 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.

Delivery and Resources

Lecture and Tutorial Times & Rooms

A. Lecture and Seminar discussion

Includes: Introduction to weekly topic, critical discussion, dialogue, questions, applications, and feedback

Mondays, 2pm to 4pm at 25a Wallys Wlk - 109 Tutorial Rm

B. Tutorials

Includes: Critical discussion of course material, exercises in interpretation and argument, feedback on activities

Tutorial 1: Mondays, 4-5pm in [4 Western Rd - 311 Tutorial Rm](#)

Tutorial 2: Tuesdays, 2-3pm in [4 Western Rd - 312 Tutorial Rm](#)

External Students: External study is available for students who cannot make it on to campus.

Lecture recordings and external specific online activities will be conducted each week.

External participation for any given weekly topic will need to occur in the current week of class, or the immediately following week. (Eg. Complete Week 2 by the end of week 3 at the very latest).

Note:

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. Tutorials and Lectures will make use of iLearn, so please bring a laptop or tablet to class.

Lectures will be recorded via the ECHO360 recording system and made available via the website. Students will therefore require access to a computer and a good internet connection in order to participate in the unit effectively.

Learning and Teaching Strategy

This unit will driven by student-centred learning strategies, combining lectures with active seminar-style discussion. That means that you, the student, will actively contribute to the material of the unit, in class discussion, and on the iLearn site through producing various written materials.

This unit will require you to prepare your material in advance of class, be vocal in class discussion, and contribute regularly to the iLearn unit page.

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/>

Required and Recommended Texts and/or Materials

PHL351 Social Philosophy will be using [electronic readings, available through the ilearn](#)

website.

You are encouraged to take notes and highlight with readings, and therefore ought to print hard copies of important passages, or use a suitable tablet or laptop application for this purpose. Note taking practice will be discussed in class.

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.

Unit Schedule

Week 1: What is Social Philosophy?

Axel Honneth, "Pathologies of the Social," in D. Rasmussen (ed.), *Handbook of Critical Theory* (Oxford: Blackwell, 1996), pp. 369-398.

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.

Part I: The Frankfurt School of Critical Theory

For Weeks One to Six, we will develop an overview of the Critical Theory tradition by looking at one specific, long-standing representative: The Institute for Social Research, often called the "Frankfurt School", which has developed a series of precise visions over several generations of what a critical theory of society ought to be, and what the justifications, and consequences, for that theory are.

Week 2: Administration and Control in Society

Theodor Adorno, "Psychology and Sociology (Part One)," *New Left Review* 1:46 (1967), pp. 1-10.

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.

Additional:

Herbert Marcuse, "Aggressiveness in Advanced Industrial Society," *Negations: Essays in Critical Theory* (London: Free Association Books, 1988), pp. 248-269.

Week 3: Rationality, Lifeworld, and Social Systems

Jürgen Habermas, Excerpts from "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).

Jürgen Habermas, “The Dialectic of Rationalisation,” in P. Dews (ed.), *Autonomy and Solidarity* (London: Verso, 1986), pp. 104-115.

Week 4: Autonomy and Socialisation

The same as week 3

Additional:

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.

NB. Online test 1 closes on Friday this week at 5pm.

Week 5: Axel Honneth’s Theory of Recognition

Axel Honneth, *Struggle for Recognition*, ch. 5 “Love, Rights, and Solidarity” (Polity, 1995).

Nancy Fraser, “From Redistribution to Recognition? Dilemmas of Justice in a ‘Post-Socialist’ Age” *New Left Review*, 1/212 (1995).

Week 6: So, you want to be free? What kind of freedom?

Axel Honneth, “Democracy as Reflexive Co-operation” *Political Theory*, 6:6 (1998)

Axel Honneth, *Freedom’s Right*, “Social Freedom and the Doctrine of Ethical Life”, pp.42-62.

Part II: Education through the lens of Critical Theory

In the second part of the semester, we will narrow our lens to concentrate on the nature of education in its relationship to the themes of social philosophy that we have already investigated. What is the purpose of education? What social roles does it play? How does the experience of education impact the individual, or the wider social body? How do different educational institutions (Schools, Universities, private and public) differ in these areas? Do schools reproduce social divisions, or enable social transformation?

Week 7: Education as a political institution

John Dewey, *Democracy and Education* (Free Press, New York: 1944). Excerpts

Amy Gutmann, “Democracy and Democratic Education”, *Studies in Philosophy and Education* 12 (1993): 1-9.

Additional:

Christine Ho, “‘My School’ and others: Segregation and white flight”, *Australian Review of Public Affairs*, May 2011.

***NB. Online test 2 closes this week on Friday at 5pm.**

~ * **Mid-Semester Break** * ~

Week 8: Reading Week – (Monday Public Holiday, no tutorials)

As there are no classes this week, your work this week is to read background material for the coming weeks on the politics of education.

Aristotle, *Politics*, Book VII (Oxford, 1995)

Hegel, *Lectures on Natural Right and Political Science*, (U California Press, 1995), sections 85-88.

Marx, *Capital*, (Penguin) Chapter 15, excerpts/

F.A. Hayek, *The Constitution of Liberty* (Routledge, 1960), chapter 24.

Week 9: Pierre Bourdieu and the reproduction of society

Pierre Bourdieu and Jean-Claude Passeron, *Reproduction in Education, Society and Culture* (1990), excerpts.

Pierre Bourdieu, *Outline of a Theory of Practice* (1977), excerpts.

Week 10: Honneth and Jacques Rancière on Education

Axel Honneth, “Democratic Education and the Public Sphere” in Jakobsen and Lysaker (eds) *Recognition and Freedom: Axel Honneth’s Political Thought*, (Brill, 2015).

Jacques Rancière, *The Ignorant Schoolmaster* (1991), Chapter 5.

Additional:

Gerry D. Ewert, “Habermas and Education: A Comprehensive Overview” *Review of Educational Research* 61.3 (1991)

NB. Online test closes on Friday this week at 5pm.

Week 11: A Critical Theory of Education

Summing up, and a response to current policy discussions

Readings to be announced.

Week 12: Developing final investigations

Lectures and tutorials this week will focus on developing appropriate research papers in connection several contemporary problems. The focus will be on applying our knowledge from the course, and reflecting on the whole of the course.

Week 13: Peer Review of final papers

Please bring a full draft copy of your paper to class to peer review. External students will have an online peer review app to use.

Learning and Teaching Activities

Lectures

Lectures, question and answer, student discussion, and reflective activities, delivered by Philosophy staff.

Tutorials

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

Personal reading

Critical reading of weekly readings, preparation of questions and notes for classroom activities

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](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Late Submission Penalty

Unless a Special Consideration request has been submitted and approved,

(a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and,

(b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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

- A well-developed 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 specific areas of social and cultural practice.

Assessment tasks

- Philosophical Essay
- Tutorial Participation

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 outcome

- To consistently participate in small groups, whole class, and online discussions, throughout a semester period by making significant contributions in a respectful, collaborative, and productive manner.

Assessment tasks

- 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.

This graduate capability is supported by:

Learning outcome

- An well-developed understanding of the history and significance of European social philosophy as an area of research.

Assessment tasks

- 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:

Learning outcome

- An well-developed understanding of the history and significance of European social philosophy as an area of research.

Assessment tasks

- Philosophical Essay
- Tutorial Participation
- Three small tests

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

Assessment tasks

- Philosophical Essay
- Tutorial Participation
- Three small tests

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 outcome

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

Assessment task

- Philosophical Essay

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 well-developed 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 articulate ideas clearly, cogently, and convincingly through critical analysis, interpretation, and appropriate forms for written expression.
- To consistently participate in small groups, whole class, and online discussions, throughout a semester period by making significant contributions in a respectful, collaborative, and productive manner.

Assessment tasks

- Philosophical Essay
- Tutorial Participation

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

- An well-developed understanding of the history and significance of European social philosophy as an area of research.
- An ability to apply philosophical theories and concepts to specific areas of social and cultural practice.

Assessment tasks

- 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.

This graduate capability is supported by:

Learning outcome

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

Assessment task

- Philosophical Essay

Changes from Previous Offering

Course material

Course material has been changed. The Unit returns to a focus on Critical Theory (see 2012 and 2013 offerings).

Assessment

The assessment schedule has been adjusted. There is no longer a mid-term paper. But there are additional small tests through the semester.