



# PHL 131

## The Philosophy of Human Nature

S1 Online 2019

*Dept of Philosophy*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor and Lecturer

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Lecturer

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Richard Menary

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### Credit points

3

### Prerequisites

### Corequisites

### Co-badged status

### Unit description

The unit introduces the big philosophical questions about human nature, personal identity and the meaning of life. Are human beings somehow unique in nature? Do we have distinct selves that endure through time? Do we have free will? What is the relation between our identity and the things that matter to us? The main theme is whether there is such a thing as human nature at all. We begin by asking whether mind is entirely physical or could in principle survive bodily death. We also explore the links between the self, time, and memory. The remainder of the unit introduces some key thinkers of the twentieth century; and we explore their views on freedom, lived experience, and our relations to others. The unit as a whole offers a detailed introduction to controversial questions about the nature of the mind, showing how historical understanding animates current debates, and demonstrating the relevance of philosophy to live modern issues about science, human nature, and culture.

## 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:

1. You will be able to identify key philosophical problems about human nature at an introductory level
2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
4. You will be able to express and defend your own views with increased clarity
5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities
6. You will have skills in research, analytical reading, essay writing, and argument construction.

## General Assessment Information

Unless a Disruption to Studies 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 seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Forum Discussions</a>	10%	No	Throughout
<a href="#">Online Quizzes</a>	30%	No	22/3, 10/5, and 31/5
<a href="#">First Essay</a>	20%	No	12/4
<a href="#">Essay Plan</a>	10%	No	24/5
<a href="#">Final Essay</a>	30%	No	14/6

## Forum Discussions

Due: **Throughout**

Weighting: **10%**

Participation in online discussion forums develops your skills in communication, collaboration, and awareness of diversity.

Active involvement in the online discussion is especially important and includes discussion of material, debate, presenting and defending your own arguments, collaborating in philosophical analysis, giving and receiving feedback on ideas and comments, explaining and clarifying ideas,

practising of technical philosophical skills, and more. The more prepared you are, the more you participate in these activities, the more likely you will do well in other assessments. No marks are earned for simply turning up - the way to do well is to prepare in advance and take part in discussion.

On successful completion you will be able to:

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities

## Online Quizzes

Due: **22/3, 10/5, and 31/5**

Weighting: **30%**

Multiple choice questions will cover material discussed in the weekly readings. Each quiz is worth 10% and relates to the three divisions of the course (i.e. part one, part two, and part three). Marks are determined by the accuracy of your responses to the quiz questions.

This Assessment Task relates to the following Learning Outcomes: • You will be able to identify key philosophical problems about human nature at an introductory level

On successful completion you will be able to:

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level

## First Essay

Due: **12/4**

Weighting: **20%**

You will write a short essay of 1000 words related to one of the central debates in weeks 2-4. You will introduce the debate and present an argument in favour of one of the positions.

This assignment will require students to summarise a key philosophical debate or idea in a clear, concise, and charitable manner before then introducing and developing a reasoned argument in

favour of the position. This assessment will help help you to do two things: (i) understand the structure and form of a philosophy essay; and (ii) articulate your own response to a canonical philosophical question.

Your essay should be submitted online via Turnitin. Your essay will be assessed based on clarity of exposition, understanding, and argumentation. A rubric for the essay will be made available and assessment criteria discussed in a week 5 lectional that will focus on providing skills on essay writing, argument structure, and how to go about conducting research.

This Assessment Task relates to the following Learning Outcomes: • You will be able to identify key philosophical problems about human nature an introductory level • You will be able to explain important philosophical responses to problems about human nature at an introductory level • You will be able to critically and reflectively respond to the problems and theories introduced in the unit. • You will be able to express and defend your own views with increased clarity

On successful completion you will be able to:

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

## Essay Plan

Due: **24/5**

Weighting: **10%**

Prior to the final essay, students will submit an essay plan of their intended chosen question for the final essay. The choice of question topics relates to weeks 6-12 of the course. You will write a 500 word short document outlining how the argument would be structured. With a clear introduction, key points of the main body of the argument, a conclusion which discusses the implications, reservations and importance of the argument, and a references cited list (the reference list will not count towards the word count total).

Your essay plan should be submitted online via Turnitin. Your essay will be assessed based on clarity of argument, understanding, and research. Brief feedback will be given to aid in the writing of the final essay.

If the student is uncertain about how to prepare the Outline essay, or the way that it will be evaluated, see the information on assessment tasks in iLearn or speak to their tutor.

This Assessment Task relates to the following Learning Outcomes: • Provide an opportunity to get feedback on how to clearly structure an argument and present this in a clear fashion • Improve students' ability to employ theoretical concepts, evidence, and analysis in general by specifically exercising these abilities on the materials covered in this unit. • Analyze and express your judgement about significant debates in the study of human nature.

On successful completion you will be able to:

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

## Final Essay

Due: **14/6**

Weighting: **30%**

You will write an argumentative essay of 1500 words on a topic from Part 2 or 3 of the unit. This assignment will build upon the skills you developed during your first assignment and refined through the essay plan feedback. Prompts for the essay will be provided in class, though you may write on a topic of your own choosing (in consultation with instructors).

Your essay should be submitted online via Turnitin. Your essay will be assessed based on clarity of exposition, understanding, and argumentation. A rubric for the essay will be made available and assessment criteria discussed in class.

This Assessment Task relates to the following Learning Outcomes: • You will be able to identify key philosophical problems about the human nature at an introductory level • You will be able to explain important philosophical responses to problems about human nature at an introductory level • You will be able to critically and reflectively respond to the problems and theories introduced in the unit.

- You will be able to express and defend your own views with increased clarity

On successful completion you will be able to:

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about

human nature at an introductory level

- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

## Delivery and Resources

### Required Reading

There will be a core texts to read for each week of the course. It is mandatory that these be read as tutorial discussions and lectures are based on these. And quiz questions will focus on the weekly readings as well. The weekly readings will be available via the Leganto service, which is accessible through the ilearn. Additional optional readings will be made available electronically on the ilearn in each week.

### Technology Used and Required

We use an iLearn website, and the Echo360 lecture recordings. Any other material you need will be available through the iLearn website. We recommend you have access to a reliable internet connection throughout the semester.

### Assignment Submission

Assignments in this course will be submitted electronically, as word documents. There is no need for a coversheet - the iLearn assignment submission (Turnitin) involves declaring your details and honesty in submitting your work. Please note, we do not accept submission by email attachment.

## Unit Schedule

Week and lecture topic	Description and Readings (available via the Leganto Service)	Dates
Part one	INTRODUCTION AND CLASSICAL DEBATES ABOUT HUMAN NATURE: <i>Lecturer: Richard Menary</i>	
1. Introductory lectorial:	A general introductory lectorial ( <b>no tutorials in the first week</b> ): What is Philosophy? What is an argument? What is a thought experiment? And an introduction into the general themes and concerns surrounding the notion of human nature that we will explore throughout the rest of the course.  <ul style="list-style-type: none"><li>• Nagel, T (1987). Introduction. (pp. 1-7) in <i>What Does It All Mean? A Very Short Introduction to Philosophy</i>. Oxford University Press.</li></ul>	25-26/ 2

<p>2. Persons and Minds</p>	<p>This week we discuss the mind-body problem - is the self or mind only material? Or is there an immaterial aspect of human nature? If so, how does this dualistic framework interact? We also discuss whether the self persists over time. We will examine John Locke's thought experiment related to this, and points raised here will be returned to in the final part of the course.</p> <ul style="list-style-type: none"> <li>• Gertler, Brie. – In Defence of Mind-Body Dualism. (pp. 312-323) in Feinberg, J. &amp; Shafer-Landau, R. (eds.) <i>Reason and Responsibility: Readings in Some Basic Problems of Philosophy – Fifteenth Edition</i>. Wadsworth Cenage Learning.</li> <li>• Locke, John. - The Prince and the Cobbler. (pp. 370-372) in Feinberg, J. &amp; Shafer-Landau, R. (eds.) <i>Reason and Responsibility: Readings in Some Basic Problems of Philosophy – Fifteenth Edition</i>. Wadsworth Cenage Learning.</li> <li>• Nagel, T (1987). The Mind-Body Problem (pp. 27-37) in <i>What Does It All Mean? A Very Short Introduction to Philosophy</i>. Oxford University Press.</li> </ul>	<p>4-5/3</p>
<p>3. Are we Machines?</p>	<p>Another aspect of the mind-body debate, is a classic debate about whether we are machines. Is human nature and the human mind mechanical? Is the mind like a computer? This week we will discuss two central philosophical thought experiments: The Turing Test and The Chinese Room, which help us explore this problem.</p> <ul style="list-style-type: none"> <li>• Turing, Alan. (1993) Computing Machinery and Intelligence. (pp. 358-370) in Perry, J. &amp; Bratman, M. (eds.) <i>Introduction to Philosophy: Classic and Contemporary Readings – Second Edition</i>. Oxford University Press.</li> <li>• Searle, J. R. (2003) Minds, Brains, and Programs. (pp. 235-252) in Heil, J. (ed.) <i>Philosophy of Mind: A Guide and Anthology</i>. Oxford University Press.</li> </ul>	<p>11-12/3</p>
<p>4. Free Will and Determinism</p>	<p>Is human nature determined? Or do we have free will? This week we will discuss this debate that has enraptured Western Philosophy since its inception.</p> <ul style="list-style-type: none"> <li>• Ayer, A. J. (1987) Freedom and Necessity. (pp. 15-23) in Watson, G. (ed.) <i>Free Will</i>. Oxford University Press.</li> <li>• Nagel, T. (1982) Free Will. (pp. 47-58) Chapter 6 in <i>What Does It All Mean?</i> Oxford University Press.</li> </ul> <p><b>[First quiz opens from 6am 22<sup>nd</sup> – midnight 24<sup>th</sup>: questions relate to topics in weeks 1-4]</b></p>	<p>18-19/3</p>
<p>5. Essay writing workshop lectorial</p>	<p>There are <b>no tutorials this week</b>. Instead the lectures are lectorials that discuss the first essay assignment and give students preparation and skills for how to go about researching and writing a philosophical essay.</p> <ul style="list-style-type: none"> <li>• Optional but recommended readings TBA (see ilearn for more details)</li> </ul> <p><i>Lecture to be delivered by Alex Gillett</i></p>	<p>25-26/3</p>
<p>Part Two</p>	<p>HUMAN NATURE AFTER DARWIN</p> <p><i>Lecturer: Karola Stotz</i></p>	
<p>6. Evolution and the Science of Life</p>	<p>Having considered a range of classical questions, in this second part of the course we now turn to how questions about human nature have been radically altered by scientific findings related to evolution.</p> <ul style="list-style-type: none"> <li>• Millstein, Roberta L. (2017) Evolution. In <i>The Stanford Encyclopedia of Philosophy (Fall 2017 Edition)</i>, Edward N. Zalta (ed.)</li> <li>• Sterelny, K. &amp; Griffiths, P. (1997) Theory Really Matters: Philosophy of Biology and Social Issues. (pp. 3-21) Chapter 1 in <i>Sex and Death: An Introduction to Philosophy of Biology</i>. University of Chicago.</li> </ul>	<p>1-2/4</p>



<p>7. Genetic Determinism</p>	<p>A core feature of modern biology is the notion that our genes have a central and significant impact on our behaviour. But does this mean that human nature is entirely or only mostly genetically determined? If not, how else are we to understand what human nature is? What other biological forces are at play?</p> <ul style="list-style-type: none"> <li>• Dawkins, R. (1981) In Defence of Selfish Genes. <i>Philosophy</i> 56 (218):556-573.</li> <li>• TBA (see ilearn for more details)</li> <li>• Lynch (2013) Explainer: What is Heritability. <a href="http://theconversation.com/explainer-what-is-heritability-21334">http://theconversation.com/explainer-what-is-heritability-21334</a></li> </ul> <p><b>[First essay due end of week – 12/4]</b></p>	<p>8-9/4</p>
<p>Mid Semester Break (13/4-28/4)</p>	<p><i>Take a well earned break</i></p>	
<p>8. Do Animals Have Minds?</p>	<p>A perennial feature of the debates about human nature involve contrasting ourselves to the other parts of the animal kingdom. This week we discuss whether other animals have minds and "higher" mental faculties.</p> <ul style="list-style-type: none"> <li>• Andrews, K. (2009) "Politics or metaphysics? On attributing psychological properties to animals". <i>Biology and Philosophy</i> 24 (1): 51-63</li> <li>• Andrews, K. (2016) Animal Cognition. [only sections 1 and 2] (pp. 1-12) In <i>The Stanford Encyclopedia of Philosophy (Fall 2017 Edition)</i>, Edward N. Zalta (ed.)</li> </ul>	<p>29-30/4</p>
<p>9. Are Humans Unique?</p>	<p>Building on from our discussion in the previous week, our central concern here is to ask whether humans are a unique species different from all other animals? Or whether we are just another kind of animal? What are the implications of this answer?</p> <ul style="list-style-type: none"> <li>• TBA (see ilearn for more details)</li> </ul> <p><b>[Second quiz end of the week: 6am 10/5 – midnight 12/5 topics relate to topics in weeks 6-9]</b></p>	<p>6-7/5</p>
<p>Part Three</p>	<p>THE FUTURE OF HUMAN NATURE</p> <p><i>Lecturer: Alex Gillett</i></p>	
<p>10. Human Nature Extended</p>	<p>In this final part of the course we tie together the classical and modern questions about human nature and consider them in the light of modern technology. This week our concern is with the increasing amount of ubiquitous computing devices - e.g. smartphones - and whether these can be considered to [1] be part of an extended self or an extended mind? and [2] be a form of cognitive enhancement? What are the philosophical and moral implications of this state of affairs? If the smartphone is part of your self, then what happens if someone else goes in and looks through it, does it count as a form of mind invasion? If smartphones augment our cognitive capacities does this create a new class of human beings? Or is this recent usage of technology just a more overt process of how our species have used tools for millennia?</p> <ul style="list-style-type: none"> <li>• Clark, A. (2003). Introduction, Bag Borgs. (pp. 3-11, 167-195) in <i>Natural Born Cyborgs</i>. Oxford University press.</li> <li>• Vold (2018) Are 'you' just inside your skin or is your smartphone part of you? <i>Aeon</i>.</li> </ul>	<p>13-14/5</p>

<p>11. Rationality and the Internet</p>	<p>A classical definition of human nature is that we are a rational animal. This week we will interrogate this claim in the light of [1] a large body of behavioural and psychological research that indicates that humans are often quite irrational and display a range of cognitive biases; and [2] the flood of information and misinformation now available on the internet and how this impacts on our reasoning and epistemic capacities. We shall ask the question: If human reasoning is limited or prone to certain systematic failings, can steps be taken to encourage or "nudge" rationality?</p> <ul style="list-style-type: none"> <li>• Fine, Cordelia (2006) <i>A Mind of Its Own</i>. Ch5: The Pigheaded Brain (pp. 105-127)</li> <li>• Levy, N. (2017) Nudges in a post-truth world. <i>Journal of Medical Ethics</i> 43, 495-500. doi:10.1136/medethics-2017-104153</li> </ul> <p><b>[Essay plan due end of the week – 24/5 This will be returned to the students by 31/6 ]</b></p>	<p>20-21/5</p>
<p>12. The Future of Human Nature</p>	<p>In the final lectures of the course we turn to considering what the future of human nature might be given increasing advances in genetic engineering? Will genetic engineering impact negatively or positively on the characteristic features of human nature? What are the ethical implications of this?</p> <ul style="list-style-type: none"> <li>• Sandel, M. J. (2004) "The case against perfection," <i>The Atlantic Monthly</i> 293 (3): 51-62</li> <li>• Buchanan, A. (2009) Human Nature and Enhancement. <i>Bioethics</i> 23 (3), 141-150.</li> </ul> <p><b>[Third quiz end of the week: 6am 31/5 - midnight 2/6. Topics relate to weeks 10-12]</b></p>	<p>27-28/5</p>
<p>13. Final Essay study week</p>	<p><b>No readings/ no tutorials/ no lecture</b></p> <p><b>Final essay due 14/6</b></p>	<p>3-4/6</p>

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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> or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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**

- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

### **Assessment tasks**

- Forum Discussions
- First Essay
- Final Essay

## **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**

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities

### **Assessment tasks**

- Forum Discussions
- First Essay
- Final Essay

## 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

- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

### Assessment tasks

- Forum Discussions
- Online Quizzes
- First Essay
- Essay Plan
- Final Essay

## 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

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 5. You will be able to contribute to the learning of the group by engaging constructively in

philosophical discussion and activities

- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

## Assessment tasks

- Forum Discussions
- Online Quizzes
- First Essay
- Essay Plan
- Final Essay

## 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

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities

## Assessment tasks

- Forum Discussions
- First Essay
- Essay Plan
- Final Essay

## 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**

- 1. You will be able to identify key philosophical problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

## **Assessment tasks**

- Forum Discussions
- First Essay
- Essay Plan
- Final 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**

- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 3. You will be able to critically and reflectively respond to the problems and theories introduced in the unit.
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities
- 6. You will have skills in research, analytical reading, essay writing, and argument construction.

## Assessment tasks

- Forum Discussions
- First Essay
- Essay Plan
- Final Essay

## 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

- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities

## Assessment tasks

- Forum Discussions
- Final Essay

## 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

- 2. You will be able to explain important philosophical responses to problems about human nature at an introductory level
- 4. You will be able to express and defend your own views with increased clarity
- 5. You will be able to contribute to the learning of the group by engaging constructively in philosophical discussion and activities



## Assessment tasks

- Forum Discussions
- Final Essay