

UNIT INFORMATION

UNIT CODE	PHL103	
UNIT NAME	Introduction to Philosophy	
ASSOCIATED HIGHER EDUCATION AWARDS	Diploma of the Liberal Arts Bachelor of Arts in the Liberal Arts Bachelor of Education (Secondary) Bachelor of Education (Primary) Bachelor of Arts/Bachelor of Education (Secondary)	
DURATION	One semester	
LEVEL	Introductory	
CORE / ELECTIVE	UG Core	
WEIGHTING	Unit credit points Course credit points: 80 – Diploma of the Liberal Arts 240 – Bachelor of Arts in the Liberal Arts 320 – Bachelor of Education (Secondary) 320 – Bachelor of Education (Primary) 320 – Bachelor of Arts/Bachelor of Education (Secondary)	10
LEARNING DELIVERY	Interactive engagement through on-campus or online learning modes with full access to CHC’s learning portal of resources: On-Campus mode <ul style="list-style-type: none"> • Weekly lecture/tutorial. Plus, CHC learning portal resources (see below). On-line mode <ul style="list-style-type: none"> • CHC learning portal (Moodle™) including: <ul style="list-style-type: none"> ○ Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources) ○ lecture capture recordings bank ○ weekly readings ○ learning guides; ○ assessment guides ○ Collaborative forums: Student forums and News forum. ○ Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>	
STUDENT WORKLOAD	Face-to-face on-site Timetabled hours per semester: 39 hours Personal study hours per semester: 111 hours Total 150 hours	

External/Online

Timetabled hours per semester:	39 hours
Personal study hours per semester:	111 hours
Total	150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS

Nil.

RATIONALE

Enduring Understanding:

Philosophy is the practice of asking fundamental questions about the nature of reality. Studying the liberal arts is an exercise in cultivating this practice by studying the great works of philosophy in the tradition of Socratic inquiry. This unit provides an introductory orientation to the tradition of Western philosophy. It lays the foundations for all other units in philosophy.

In this unit students explore the major problems of Western philosophy. What can we confidently claim to know? Are we free? What is a human being? What is the relationship between God and creatures? Why do we like music? What is history? Upon completion of this unit, students will be prepared to engage meaningfully with the principal figures of Western philosophy and to assess their contribution.

CONTENT

Readings need to be completed before the class session for which they are assigned.

1. What is philosophy?
2. Why?
3. Truth
4. Experience and Reality
5. Subject and Object
6. Persons
7. Time
8. God and Religion
9. Freedom and Agency
10. Morality and Virtue
11. Sex and Love
12. Music and Aesthetics
13. What is history?

LEARNING OUTCOMES

On completion of this unit, students will have provided evidence that they have:

1. Describe in a broad and coherent manner significant philosophical concepts, terms and theories;

Graduate Attribute(s):

2. Demonstrate an understanding of the key debates which shaped and continue to shape philosophical thinking in the West;
Graduate Attribute(s):
3. Apply knowledge of philosophical concepts and theories to pressing questions of today;
Graduate Attribute(s):
4. Developed the capacity to read, analyse, and discuss philosophical writing;
Graduate Attribute(s):
5. Critically evaluate different approaches to philosophical questions; and
Graduate Attribute(s):
6. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
Graduate Attribute(s):

ASSESSMENT TASKS

A grade of at least 50% overall is required to pass this unit. Students must submit a reasonable attempt at all assessment items.

TASK 1: FORUM POSTS

Word Length/Duration: Weekly
 Weighting: 20%
 Learning Outcomes: 1-5
 Assessed: Weeks 1-13

You must write one forum post for each week of semester.

TASK 2: REFLECT

Word Length/Duration: 2000 words
 Weighting: 50%
 Learning Outcomes: 1-5
 Assessed: Week 16

Research paper on how Australian identity was reconceptualised in post-war (WWII) Australia.

TASK 3: FORUM POSTS

Word Length/Duration: An approximate total of 600 words is allocated (150 words x 2 for summaries, plus 7 x posts of approximately 40 words each)
 Weighting: 10%
 Learning Outcomes: 1-5
 Assessed: Weeks 2-11

On two occasions during the semester, students will be asked to upload a **brief 150-word summary** of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1.

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Attributes
Task 1	1-5	1-10	
Task 2	1-5	1-10	
Task 3	1-5	1-10	

ASSESSMENT ELABORATION

Task 1: Research Paper

Task: Research paper discussing an aspect of Australian culture and history between the period of 'Deep Time' to the Federation period.

Choose from one of the following topics:

1. How do the images and symbols of Australia in the 19th century act to limit or expand our understanding of the complexities of Australian society in this era? Do these symbols still hold value or did they only ever represent a narrow aspect of Australian society at that time anyway?
2. How does our changing understandings of Ancient Australia serve to expand our understanding of the depth of cultural and physical violence experienced by the First Australians at the hands of European settlement?
3. Critique how the convict system worked as a 'human laboratory' to shape efforts in moral reform. Areas to consider could include the vision of Gov. Lachlan Macquarie, the effect of the Bigge Reports, the creation of the assignment system and its transition to the probation system, the vision of the Franklins in Van Diemen's Land and / or the establishment of South Australia as a convict-free settlement.
4. Assess whether the 19th century in the Australian colonies was really a 'golden age'? You could choose to focus on the social and political arguments of the early NSW colony (eg. emancipists vs exclusives and the attempt to create a new 'Australian landed gentry'), development of the pastoral industry, the impact of the discovery of gold or another issue.
5. Discuss European colonization in the context of a developing idealised Australian democracy. Topics you could consider include (ie. Choose one; do not write on all of them):
 - a. Should the Eureka Stockade really be the defining image for the birth of democracy in Australia?
 - b. Should the Shearer's Strike be regarded as more historically important to growth of Australian democracy?
 - c. Should the Rum Rebellion be best left as a forgotten rebellion?
 - d. How did the discovery of gold change the ways that colonial politics developed?
 - e. Could Federation have occurred without the discovery of gold?
6. Discuss how the First Australians resisted and responded to European settlement. How have these varied acts of resistance shaped how European settlers responded and described the Australian Frontier? How did Europeans go about controlling the Australian continent? Consider the question of genocide as a systemic act across the 'long' 19th century as part of the colonial experiment.
7. What were the challenges in federating the various colonies into a 'commonwealth'? Is the Australian nationalism that emerged during the time of Federation real or a constructed ideal?

Task 2: Research Paper

Task: Research paper on how Australian identity was reconceptualised in post-war (WWII) Australia.

1. Discuss the Australian experience of WWII. When PM John Curtin said that Australia would 'look to America' in 1941 how did Australians begin to reconsider their place in the world? How did Australia contribute to global geo-politics post-WWII?
2. What did 'being Australian' mean in the mid-20th century? Topics you could discuss include (ie choose one):
 - a. how attitudes towards immigration changed in post-war Australia.
 - b. the development of the idea of 'citizenship' in post-war Australia.
 - c. In what ways did the Menzies era shape post-war Australia? Areas you could consider include the Petrov affair and the 'Reds under the Bed' attitudes, the social revolutions of the 1960s, the Snowy River Mountain scheme
 - d. Was Vietnam the price to pay for having 'great and powerful' friends.
3. Investigate how the events and impact of the Australian civil rights movement in the 1960s-1990s contributed to a growing Aboriginal resilience and identity in contemporary Australia. Areas you could choose to investigate include the Freedom Rides, Student Action for Aborigines, the 1967 Referendum, the Wave Hill walk off (Gurindji strike) of 1966, the Mabo case and the overturning of *terra nullius*, or the Stolen Generation
4. In what ways did the Whitlam era shape post-war Australia? Areas to investigate include the Dismissal, the vast social and economic engineering vision of the Whitlam government, the Loans Affair
5. Critique the symbol of the 'Anzac Legend' in Australian culture and history.

Task 3: Forum Posts

Task: On two occasions during the semester, students will be asked to upload a **brief 150-word summary** of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum.

Students will be assessed on their contribution to the forum over nine weeks of Semester. No forum contributions are required in Weeks 1, 10, 12, 13 or 14. students must contribute in at least eight out of the nine weeks, otherwise they will receive a mark of zero out of ten.

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Note: Students are expected to purchase or have access to the prescribed text(s).

Scruton, R. (2005). *Philosophy: Principles and Problems*. London. Continuum, 2005.

RECOMMENDED READINGS

BOOKS

Beiser, Frederick C. *The Cambridge Companion to Hegel and Nineteenth Century Philosophy*. Cambridge: Cambridge University Press, 2008.

Boethius. *The Consolation of Philosophy*. Oxford University Press: Oxford, 2008.

Copan, Paul. *A Little Book for New Philosophers: Why and How to Study Philosophy*. Wheaton: Intervarsity Press, 2016.

Descartes, Rene. Meditations on First Philosophy. John Cottingham (ed.). Cambridge: Cambridge University Press, 2017.

Evans, C. Stephen. A History of Western Philosophy: From Pre-Socratics to Postmodernism. Wheaton: Intervarsity Press, 2018.

Fosl, Peter S. and Juian Baggini. The Philosopher's Toolkit. New York: Wiley, 2020.

Hegel, G. W. F. Lectures on the Philosophy of World History. Hugh Barr Nisbet (trans.). Cambridge: Cambridge University Press, 1975.

Jackson, Frank and Michael Smith. The Oxford Handbook of Contemporary Philosophy. Oxford: Oxford University Press, 2007.

Kant, Immanuel. Critique of Pure Reason. Paul Guyer and Allen W. Wood (eds.). Cambridge: Cambridge University Press, 1999.

Martinich, A. P. Philosophical Writing: An introduction. New York: Wiley, 2015.

Minich, Joseph (ed.). Philosophy and the Christian: The Quest for Wisdom in the Light of Christ. Moscow, ID: Davenant Press, 2018.

Scruton, Roger. Modern Philosophy: An introduction and survey. London: Penguin Random House, 1996.

Scruton, Roger. Music as an Art. London: Bloomsbury, 2018.

Sluga, Hans D. and David G. Stern. The Cambridge Companion to Wittgenstein. Cambridge: Cambridge University Press, 1996.

Warburton, Nigel. Philosophy: the basics. London: Routledge, 2012.

Warburton, Nigel. Philosophy: the classics. London: Routledge, 2014.

Wittgenstein, Ludwig. Tractatus Logico-Philosophicus. London: Routledge, 2001.

Wittgenstein, Ludwig. Philosophical Investigations. 4th edition. New York: Wiley, 2016.

OTHER

In addition to the resources above, students should have access to a Bible, preferably the NRSV.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 2: REFLECTION ON WHY WE QUESTION

CRITERIA	HIGH DISTINCTION (>85%)	DISTINCTION (75-84%)	CREDIT (65-74%)	PASS (50-64%)	FAIL (<50%)
Engagement with the text(s)	An informed, balanced, and insightful interpretation of the text, with exceptionally judicious use of quotations.	An accurate and somewhat insightful interpretation of the text, with apt quotations.	An accurate interpretation of the text, with relevant quotations.	A mostly accurate interpretation of the text with somewhat relevant quotations.	An inaccurate interpretation of the text with no quotations, or no relevant quotations.
Research	Judicious selection and skilful integration of high-quality scholarly sources (journal articles and books only).	Good selection and integration of high-quality scholarly sources (journal articles and books only).	Appropriate selection and sound integration of high-quality scholarly sources (journal articles and books only).	Some relevant use of high-quality scholarly sources (journal articles and books only).	No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials).
Argument	An insightful and well-reasoned answer to the question with evidence of consistent independent thinking.	A well-reasoned and logically structured answer to the question, with some independent thinking.	A sound answer to the question, backed up by adequate reasoning.	A mostly sound answer to the question with some evidence of adequate reasoning.	An inaccurate or incoherent response to the question.
Communication	Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago-style).	Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago-style).	Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided.	Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided.	Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided.

COMMENT



RUBRIC

TASK 3: SHORT PAPERS

CRITERIA	HIGH DISTINCTION (>85%)	DISTINCTION (75-84%)	CREDIT (65-74%)	PASS (50-64%)	FAIL (<50%)
Engagement with the text(s)	An informed, balanced, and insightful interpretation of the text, with exceptionally judicious use of quotations.	An accurate and somewhat insightful interpretation of the text, with apt quotations.	An accurate interpretation of the text, with relevant quotations.	A mostly accurate interpretation of the text with somewhat relevant quotations.	An inaccurate interpretation of the text with no quotations, or no relevant quotations.
Research	Judicious selection and skilful integration of high-quality scholarly sources (journal articles and books only).	Good selection and integration of high-quality scholarly sources (journal articles and books only).	Appropriate selection and sound integration of high-quality scholarly sources (journal articles and books only).	Some relevant use of high-quality scholarly sources (journal articles and books only).	No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials).
Argument	An insightful and well-reasoned answer to the question with evidence of consistent independent thinking.	A well-reasoned and logically structured answer to the question, with some independent thinking.	A sound answer to the question, backed up by adequate reasoning.	A mostly sound answer to the question with some evidence of adequate reasoning.	An inaccurate or incoherent response to the question.
Communication	Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago-style).	Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago-style).	Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided.	Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided.	Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided.

COMMENT

