## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Welcome to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy – What is it?</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy – Why do it?</td>
<td>4</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>4</td>
</tr>
<tr>
<td>2 Level I Courses</td>
<td>5</td>
</tr>
<tr>
<td>3 Advanced Level Courses</td>
<td>7</td>
</tr>
<tr>
<td>4 Further Study</td>
<td>14</td>
</tr>
<tr>
<td>5 Study Guide</td>
<td>16</td>
</tr>
<tr>
<td>Lectures &amp; Tutorials</td>
<td>16</td>
</tr>
<tr>
<td>Essays and Exams</td>
<td>17</td>
</tr>
<tr>
<td>Research Support</td>
<td>20</td>
</tr>
<tr>
<td>Learning and Language Support</td>
<td>20</td>
</tr>
<tr>
<td>Maths Learning Service</td>
<td>21</td>
</tr>
<tr>
<td>6 Assessment</td>
<td>22</td>
</tr>
<tr>
<td>Assessment Criteria</td>
<td>22</td>
</tr>
<tr>
<td>Submission of Written Work</td>
<td>23</td>
</tr>
<tr>
<td>Modified Assessment</td>
<td>24</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>24</td>
</tr>
<tr>
<td>7 Students with Disabilities</td>
<td>26</td>
</tr>
<tr>
<td>8 Philosophy Prizes</td>
<td>27</td>
</tr>
<tr>
<td>9 Philosophy Club</td>
<td>28</td>
</tr>
</tbody>
</table>
# Philosophy Staff

## Head of Department
Prof Gerard O’Brien  
Napier 708  
8313 5298

## Lecturing Staff
- Prof Garrett Cullity  
  Napier 711  
  8313 6375
- Dr Antony Eagle  
  Napier 705  
  --
- Assoc. Prof Jordi Fernández  
  Napier 703  
  8313 5299
- Dr Denise Gamble  
  Napier 704  
  8313 5302
- Prof Philip Gerrans  
  Napier 713  
  8313 5297
- Prof Jenny McMahon  
  Napier 710  
  8313 5296
- Dr James Morauta  
  Napier 717  
  8313 5659
- Prof Gerard O’Brien  
  Napier 708  
  8313 5298
- Dr Jon Opie  
  Napier 709  
  8313 3815

## Research Support
- Judy Bailey  
  Barr Smith Library  
  8313 1064

## Research Staff
- John Chandler  
  Napier 719  
  8313 4966
- John Gill  
  Napier 719  
  8313 4966
- Steve Leishman  
  Napier 716  
  8313 5226
- Prof Chris Mortensen  
  Napier 719  
  8313 4966
- Prof Graham Nerlich  
  Napier 719  
  8313 4966
- Paul Oppenheimer  
  Napier 719  
  8313 4966
- Peter Quigley  
  Napier 716  
  8303 5226
1. Welcome to Philosophy!

Despite some differences, members of the Philosophy Discipline have a recognizable common view of the aim of Philosophy. Broadly, we all seek a rationally defensible picture of the world and our place within it. Our three main areas of research strength are ethics, empirically-informed philosophy of mind, and aesthetics.

Philosophy staff are located on Level 7 of the Napier Building. The School Office is Napier 722 and is open Mon, Tues, Thurs, Fri 9am-5pm; Wed 11am-5pm.

Phone: +61 8 8313 4249 or 8313 5130  
Fax: +61 8 8313 4341  
Email: tim.nailer@adelaide.edu.au  
Web: http://arts.adelaide.edu.au/philosophy/

Philosophy—What is it?

For the Greeks "Philosophy" meant "love of wisdom". Socrates, Plato and Aristotle made wisdom a practical matter: knowing how to live a good life. To know this they thought you had, first, to understand yourself. From one point of view you are just a natural object like a stone, a tree or a cyclone. However, you have features not shared with such objects: you think and reason; you take pleasure in music, movies or sport; you make moral judgments. It is hard to square our place in the world with these features of human nature. So even for practical wisdom we need a big theory, one that covers the whole of reality and us in it.

Philosophy begins with questions like:

- What is the nature of the world in which I find myself?
- How do I live a good and meaningful life?

These are questions everybody asks themselves sooner or later. To address them we need to break the problem down into more digestible pieces:

- What is the nature of the mind? (Phil 1102)
- How do human beings represent the world? (Phil 1102)
- How do I decide which actions are right or wrong? (Phil 1103)
- What is justice, and is it possible to create a just society? (Phil 1103)
- Do I really have free will, or are my actions pre-determined? (Phil 1102)
- What are good and bad arguments? (Phil 1101)
- What is logic and reasoning? (Phil 1101, Phil 1110)

These questions are interesting because there are seemingly contradictory answers which, nonetheless, can each be supported by plausible arguments.
Philosophy—Why do it?

Why study Philosophy? Curiosity about the questions listed in the previous section is a good reason. You will need to be patient, however. Making progress in Philosophy (even in properly understanding the questions it asks) requires care, and attention to detail. But the questions are important and well worth studying for their own sakes.

Another reason for studying the subject is to develop the habits and skills of good reasoning. The exercise of thinking hard can produce astonishing and paradoxical results, revealing how many things we ordinarily take for granted. Philosophy will teach you habits of rigor, of constructive doubt, and of clear thinking. These are useful skills, not just vocationally, but in all areas of life.

Finally, employers are increasingly aware that Philosophy equips people to think critically. Philosophy graduates are in demand in business, government and the media. Studying Philosophy is also a route into secondary school teaching, now that Philosophy has been introduced as a secondary school subject.

Calvin and Hobbes

Language Proficiency

Students for whom English is a second language should be aware that the study of Philosophy requires a high level of English proficiency. If you are in any doubt about whether you meet the required standard of English proficiency, you should contact the relevant course coordinator before enrolling.
2. Level I Courses

Philosophy offers four Level I courses, each of which has two hours of lectures, and a one-hour tutorial per week. Tutorials begin in the second week of the semester. Course materials are available at https://myuni.adelaide.edu.au/webapps/login.

For lecture venues and times see our online timetable at:

http://arts.adelaide.edu.au/philosophy/resources/tt/

Semester One

PHIL 1101 Argument and Critical Thinking

Coordinator: Jenny McMahon

We all engage in argument, with varying results. Over the last two millennia philosophers have developed powerful methods for classifying arguments, and identifying common errors in reasoning. Argument and Critical Thinking teaches these methods and applies them to real-life arguments. It is thus an introduction to communication and applied logic. Among the topics we cover are legal argument, and the science-pseudoscience debate, which gives us a chance to discuss UFOs, parapsychology, Bigfoot, the Bermuda Triangle, and alien abductions!

Assessment: Two essays (500 & 1000 word) 50%, open-book exam 50%


PHIL 1102 Mind and World

Coordinator: Jon Opie

Being human is special. Humans are highly intelligent, language-using organisms, who build complex systems of knowledge, are conscious of themselves and their world, and able to freely choose a path through life. As far as we know this combination of abilities is uniquely human. But each is somewhat puzzling. How can we be free if everything we do is determined by earlier events? How can words and symbols, which are mere scribbles or noises, have meanings? And how do organisms with bodies made of physical materials get to be conscious knowers? Philosophers have thought long and hard about these questions. Mind and World is an introduction to some of the answers they’ve discovered.

Assessment: Two essays (800 & 1800), quizzes.

Textbook: Readings will be available online.
Morality plays a part in everyone's life. But what exactly is it, and why is it important? Are there any objective, universal moral truths? Or are moral rightness and wrongness in some way relative to societies, or to individuals? What is the relationship between morality and religion? This course is an introduction to some of the most important answers that philosophers have given to these questions, and to some of the arguments that they have developed to defend their views. Our aim is not just to understand these views, but also to start down the road of critical evaluation: How plausible are these views? Are the arguments that have been given for and against them persuasive?

**Assessment:** Writing exercise 10%, essays 70%, quizzes 10%, tutes 10%


Logic is the study of argument. We argue to convince others of our views or to discover what follows from things we already believe. *Introduction to Logic* teaches the basics of formal logic, providing symbolic tools that are used to represent the logical structure of arguments and assess them for validity. The course will teach you the difference between good and bad arguments and, in the process, improve the clarity of your reasoning. No previous experience with symbolic methods is assumed, but many students find that *Argument and Critical Thinking* is a useful preliminary.

**Assessment:** Two in-class tests and a 2 hour open-book exam.

3. Advanced Level Courses

**PHIL 2030 Cognitive Science**  
*Semester 2 2017*

**Coordinator:** Philip Gerrans

Cognitive Science is a multi-disciplinary enterprise that seeks to explain human intelligence and behaviour by drawing together the insights from psychology, computer science, neuroscience, and philosophy. This course is an introduction to the philosophical and theoretical foundations of this field. Topics will include the computational model of the mind, classical (digital) and connectionist (analog) approaches to cognition, embodied and distributed cognition, and dynamical systems theory. While there will be discussion of computation and computational accounts of cognition, the course is introductory and does not assume a background in computing or mathematics.

*Prerequisites:* 12 units Humanities/Social Sciences including 3 units in Philosophy; or 12 units Psychology, Computer Science, and/or Mathematics.

**PHIL 2031 Crime and Punishment**  
*Semester 1 2017*

**Coordinator:** Denise Gamble

Crime and Punishment is an introduction to the philosophy of criminal law. The course critically engages with philosophical ideas and principles that have shaped liberal legal theory. We consider the nature and scope of law, the role of the community in sentencing, and the justification of punishment. A special focus will be areas where liberal theory encounters controversy, e.g., pornography (free speech conflicts with harm to women), the criminalization of drugs (moralism conflicts with autonomy). The course would suit law students interested in the foundations of their discipline, and anyone with an interest in legal or moral theory.

*Prerequisites:* 12 units Level I H&SS including 3 units of Philosophy.

**PHIL 2032 Naturalising Morality: Evolution, Ethics & Meaning**  
*Semester 1 2017*

**Coordinator:** Gerard O’Brien

What bearing does the fact of our evolution have on our understanding of ourselves as moral agents? This course will explore this general question by examining evolutionary psychology, the cognitive science of human emotions, and the so-called "new science of morality". In doing so it will confront contentious debates such as the respective roles of genes and culture in making us the way we are, and whether moral responsibility can survive the encroachments of neuroscience. It will also consider whether it is appropriate to employ new technologies to engineer human happiness. The general aim of the course will be to examine whether there is a naturalistic foundation for ethics, values and even the meaningfulness of life.

*Prerequisites:* 12 units Level I Humanities and Social Sciences (including 3 units Philosophy); or 12 units Biological Sciences.
PHIL 2035 Foundations of Modern Philosophy                      Semester 2 2017

Coordinator: Antony Eagle

All traditions in western philosophy are shaped by a series of challenges which occupied philosophers around the seventeenth century. Philosophers in this period tried to come to grips with the consequences of an emerging scientific approach for our understanding of the world and our place in it. Ethics, political philosophy, the theory of knowledge, philosophy of language, philosophy of religion, metaphysics and the philosophy of mind would never be the same again. In this course we look at the work of philosophers such as Descartes, Locke, and Hume on these themes, with particular emphasis on tracing connections between their arguments and those of the present day. Many present day conundrums over, for example, the nature of political obligation, the role of experience in our knowledge of the world, the nature of the mind and our knowledge of ourselves, were anticipated and discussed by these thinkers.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2039 Philosophy of Mind                                      Semester 1 2017

Coordinator: Gerard O’Brien

This course is an introduction to philosophy of mind. First, we will consider how minds can fit into the physical world, and the relation between mind and body. Next, we will discuss how mental phenomena can cause physical phenomena. Then, we will look into how our minds can represent the world, and whether the content of our thoughts depends on our environments or is determined by our physical make-up. Finally, we will turn to the fact that mental phenomena are conscious phenomena; they feel in a particular way. We will discuss different approaches to this aspect of the mental.

Prerequisites: 12 units Level I Humanities and Social Sciences (including 3 units in Philosophy), or Phil 2030 Cognitive Science.

PHIL 2040 Metaphysics: Identity, Time and Freedom                Not offered in 2017

Metaphysics is the branch of philosophy that asks the most general questions about the nature of reality. It deals with the nature of what there is, abstracting away from the particular details of goings on in our world, in an attempt to uncover the underlying structure of fundamental classification and of reality. Traditionally, metaphysics has been concerned with issues such as the identity of objects through time, the existence of abstract entities, the freedom of the will, the existence of God, the reality of time and the nature of causation. In this course, we will approach these issues by examining discussions of them in contemporary analytic philosophy, with an occasional look discussion in ancient and modern philosophy.

Prerequisites: 12 units Level I Humanities/Social Sciences, including 3 units in Philosophy
PHIL 2042 Moral Problems

Coordinator: Garrett Cullity

Living in the modern world means having to engage with many complex moral questions, not only in our personal lives but also when thinking about public policy. This course is devoted to in-depth discussion of a variety of problems in moral philosophy raised by current ethical controversies. Possible topics include abortion, euthanasia, self-defense, capital punishment, torture, terrorism, war, poverty, genetic engineering and our treatment of animals and the environment. The aim of the course is to identify and understand the main philosophical issues raised by these topics, and to help you develop and defend your own views about them.

Prerequisites: 12 units Level I in any Faculty

PHIL 2045 Professional Ethics

Coordinator: Denise Gamble

Professionals in any field need an understanding of the ethical problems and principles they face. But anyone, no matter what their job, must deal with various professions too. This course will examine the general principles of professional ethics, and the distinctive problems of various professions. It will be taught in six modules of four lectures and two tutorials each, covering each of the following: Business Ethics, Media Ethics, Police Ethics, Medical Ethics, Legal Ethics, and Research Ethics. Topics covered will also include: the nature of a profession, professional codes of ethics, confidentiality, whistle-blowing, the responsibility of business to the environment, uses and abuses of human research, and animal ethics in research.

Prerequisites: 12 units Level I in any Faculty

Phil 2049 Logic, Truth and Reason

Not offered in 2017

Two conceptions of the nature of logic have held sway at various times in the history of the subject. The first takes logic to be the science of inference, so logic gives us what Boole called the “laws of thought”. The second takes logic to be the science of consequence; logic is the study of what follows from what, independently of what or how anyone thinks. This course discusses attempts to decide which of these conceptions is correct, with particular reference to whether classical logic is capable of modelling consequence in natural language, or modelling rational thought. Dealing as it does with formal issues in logic, some use of logical symbols is unavoidable. Logic I, or some other first year course with substantial formal content (e.g., Mathematics I or Computer Science I), are highly recommended. Students without such background should consult the course coordinator as to the suitability of this course for their program of study.

Prerequisites: 12 units in any Faculty including either Phil 1110 Logic I or Phil1101 Argument and Critical Thinking, or permission of the Course Coordinator.
PHIL 2050 Philosophy of Science  

Semester 1 2017

Coordinator: Jon Opie

Science has a significant impact on our lives. Some have criticized it for being "reductionist" and part of a general dehumanization of society. Others argue that the sciences are our only means of avoiding the many dangers we currently face. Philosophy of Science will examine these and other central issues in the contemporary philosophy of science, including: the objectivity of science, the nature of scientific method, the status of scientific knowledge, and the character of scientific explanation. The course will also explore the general picture of reality that emerges from modern science.

Prerequisites: 12 units Level I Humanities and Social Sciences (including 3 units of Philosophy), or 12 units in Sciences, ECMS or Health Sciences.

PHIL 2051 Art, Perception and Creativity  

Not offered in 2017

This course will examine the historical development of theories of art and the conditions which they were designed to serve. This will lead to a number of topical problems concerning art, such as: form and expression; autonomy; authenticity and censorship; creativity and plagiarism; reproductions and multiple instances; artistic intention and indiscernibles. The work of a number of philosophers and writers on art will be considered. We will consider many examples from a variety of media including music, film, architecture and dance but with a particular focus on visual art forms. Among the learning outcomes will be an ability to write and speak on the possibility of objectivity in aesthetic or artistic evaluation.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2112 Beauty: Pleasures and Principle  

Semester 2 2017

Coordinator: Jenny McMahon

This course introduces students to the central concepts and themes of philosophical aesthetics such as beauty, the sublime, disinterested pleasure, aesthetic judgment, aesthetic form, aesthetic ideas, the ugly, imagination and style. We will study the origin of these notions through the writings of Plato, Hume, Kant, Hegel, and Nietzsche, and then apply them to contemporary culture through the writings of more recent philosophers. We will assess the potency and relevance of these concepts and themes for understanding the way value and meaning are conveyed through popular art forms like television soap operas but also more challenging art works, including novels, visual art and film. The course will culminate in an analysis of the relation between the narrative of a film and its artistry. This will involve a study of film theory that draws upon research on perception and the emotions in order to understand the way films can be constructed to elicit complex emotions such as those associated with experiences of beauty and the sublime.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.
PHIL 3014 Epistemology: Knowledge, Truth & Justification  Semester 2 2017

Coordinator: Antony Eagle

Epistemology is the theory of knowledge, the study of the nature, sources and limitations of knowledge. In studying the nature of knowledge, we will discuss the conditions that a belief must meet to qualify as knowledge. Thus, we will explore what it takes for a certain belief to be justified and the connections between being justified in believing something, being right in believing it and knowing it. In studying the sources of knowledge, we will address the extent to which perception, memory, testimony and reasoning give us knowledge. Finally, while we study the limitations of knowledge, we will consider the challenge known as skepticism. This is the challenge of showing that, strictly speaking, we know anything at all.

PHIL 3018 Existentialism  Not offered in 2017

The distinctive focus of existentialism, at least in its popular representations, is the nature and meaning of human existence. Any conception of the nature and meaning of human existence has implications for a number of more specific questions, such as the nature of the self, the relation with others, and ethical ideals such as altruism and self-creation. The course will focus on two prominent existentialist philosophers: Friedrich Nietzsche and Jean-Paul Sartre. Both attempt to address the question of the meaning of life. The central concern of Nietzsche’s philosophy is nihilism and the conditions of its overcoming. The main problem of Sartre’s philosophy is the absurdity of existence and its implications.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy, and 3 units level 2 Philosophy.

PHIL 3019 How Should I Live?  Not offered in 2017

How should I live my life, morally speaking? One of the key debates in moral philosophy is between consequentialist and deontological answers to this question. In the first part of this course we will examine these two approaches, and look at some of the ways in which they have been developed by contemporary philosophers. In the second part of the course we will step back and look at some more general questions about the nature of morality (questions in so-called "meta-ethics"). How does morality fit into the natural world described by science? Is there such a thing as moral knowledge? How do we acquire it? Can we have evidence for or against a moral claim? What would such evidence look like?

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy, and 3 units level 2 Philosophy.
PHIL 3029 Philosophy of Language  Not offered in 2017
This course will examine some central issues in semantics and pragmatics: the theories of meaning and communication. We will look closely at the way meanings of sentences are systematically constructed from the meanings of words. We will also look at the way context interacts with meaning, and the relationship between meaning and communication. We will consider in some detail differing views on the semantic properties of names and definite descriptions. Time permitting, we may treat some or all of these further topics: speech acts; feminist philosophy of language (with particular reference to pornographic language); metaphor; fictional discourse; quotation; the relationship between linguistic meaning and mental content; demonstratives; and externalism about content. This course will draw on developments in philosophy and linguistics; however, it is not presupposed that students will have studied both linguistics and philosophy previously.

PHIL 3030 Philosophy of Film: Classical & Modern Issues  Not offered in 2017
Coordinator: Denise Gamble
This course will critically examine the nature and influence of realism in films, and explore aspects of our cognitive, emotional, and moral engagement with narrative fiction films. Questions about the aesthetic experience afforded by films, the meanings and emotions conveyed by films, and whether moral development or degradation is possible through films will be explored. Reading material will be mostly drawn from the tradition of analytical philosophy of film. The course will also include some film viewing, details of which will be provided at the commencement of the course.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy, and 3 units level 2 Philosophy.

PHIL 3031 Pragmatism & Value Theory  Not offered in 2017
Reasons for action can be represented in terms of principles and states of mind. The latter are conceived for the purposes of philosophy in terms of the elements of background experience. However, the role of imagery as internalised through cultural artefacts such as popular media including television, video games and the internet, has been underplayed. Recent developments in value theory provide a framework for understanding the role of imagery in the ethical outlook that shapes our action and attitudes, and in turn, the assumptions embedded in our moral judgments. Understanding this aspect of moral judgment, is relevant to understanding the nature of moral disagreement.

Recent philosophical work on this topic has been influenced by pragmatism. We will begin with an outline of the early American pragmatists, William James, Charles Peirce and John Dewey, before considering the ethical theories of contemporary neo-pragmatists such as Habermas, Putnam and Cavell.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy, and 3 units level 2 Philosophy.
PHIL 3032 Philosophy of Religion

This course examines a range of philosophical questions concerning the nature and justification of religious commitment, including the following: What is faith? Might faith allow belief in God even if reason rules against it? Does religious experience provide good grounds for believing in God? How is religious discourse related to other kinds of discourse? Does recent research in the sciences indicate the existence of a designer? Do pain, suffering and injustice show that there could not be a good God? Does Buddhism (an exposition of which will be given) offer a plausible account of existence and a suitable path for us to embark on? Might there be One True Religion, with the others deeply mistaken, or rather might there be more than one path to salvation or enlightenment?

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy, and 3 units level 2 Philosophy.

ANAT SC 3500 Ethics, Science and Society

Semester 2 2017

Philosophy Contact: Denise Gamble

This course aims to develop students' awareness of the ethical and social challenges in the health sciences. It is suitable for health science, science, and humanities and social science students. Topic areas may include ethical analysis of the following: research practice; reproduction and reproductive technologies; genetics; animal and human experimentation; use of human bodies in research and teaching. The focus on these topical issues in modern science will be underpinned by an introduction to the philosophy of science and methods in bioethics. Relevant NH&MRC codes are studied in detail.

Note: Enrolments in this course can be at either Level II or III - this is an advanced course for BA programs.

Prerequisites: Level I courses to the value of 12 units.
4. Further Study

After majoring in Philosophy you can go on to an Honours degree or an MPhil. Once qualified you can apply for candidature in the PhD by Research program.

Honours Philosophy

Honours is a year of intensive study at the end of the ordinary degree. It will help you develop into a more independent researcher, and will prepare you for postgraduate study. To qualify you need a major in Philosophy with at least a 70% average in your Philosophy coursework.

The Honours program comprises four semester length seminars and a thesis. Our program is organized jointly with the Philosophy Department at Flinders University. Please take a look at our handbook which is available here:

http://arts.adelaide.edu.au/philosophy/honours/

Prospective Honours students should consult with the Honours Coordinator by mid-December of the year immediately preceding their Honours year. For further information consult the Honours Coordinator:

   Jon Opie
   Phone: 8313 3815, Napier 709
   jon.opie@adelaide.edu.au

Internships in Philosophy

Prerequisites: Student is a final year Undergrad and selection is competitive, based on student’s GPA.

Assessment: 7000 page report, supervised and marked by philosophy academic and weighted at 70%; seminar presentation to Faculty-run seminar (weighted at 10%) and a poster presentation at a Faculty-run symposium (weighted at 20% and marked by the Faculty Coordinator).

Requirements: attendance at fortnightly Faculty-run seminars, 4-7 hours per week attendance at the workplace and regular meetings with university based philosophy supervisor.

Credits: two courses towards a major in philosophy; two electives; or two courses towards a minor in philosophy.

See the current brochure for UofA Internships here. If you are interested in an Internship in Philosophy, contact Amada Phillis or Robert Ewers. If you would like to discuss previous Philosophy Internships, contact Jenny McMahon.
Postgraduate Study

Philosophy offers both the MPhil and PhD by research. These awards are intended for students who have already completed a substantial amount of undergraduate Philosophy level, normally to Honours level, although there is a fast track into MPhil straight from undergraduate studies for those with a Distinction grade-point-average across their philosophy major. Both may be undertaken on a full-time or part-time basis.

Information about admission can be obtained from the Faculty Web-Site:

http://arts.adelaide.edu.au/philosophy/pg/

Details of the Philosophy Postgraduate program are set out in our Postgraduate Handbook, available from the Postgraduate Coordinator and on the Philosophy home page. Further inquiries to Philosophy Post-graduate Coordinator:

Dr Denise Gamble
Phone: 8313 52302, Napier 704

denise.gamble@adelaide.edu.au
5. Study Guide

Lectures and Tutorials

Lecture aims vary. They are used to explain more difficult concepts or arguments, to set a subject in its context, to challenge you, to get you thinking now about issues dealt with later, or to arouse enthusiasm for a problem. Don’t think of a lecture as a kind of talking book, but as an opportunity to think about the course, and to interact with your lecturer.

A couple of suggestions:

- *Take notes even where the lecturer provides a handout.* They are taken to help you absorb the lecture material.
- *Record your doubts, objections, concerns.* Raise them with the lecturer during the lecture or bring them to tutorials for discussion.

Tutorials

Tutorials will be based on topics in the preceding week’s lectures. It is important that you read the tutorial material *prior to the commencement of the tutorial*. While reading, think about tutorial questions, and rough out some preliminary answers. Bring these along to the tutorial for your own reference.

Tutorials provide a chance to learn from fellow students and they from you. So please make an effort to properly prepare before the tutorial.

Part of the skill in tutorial preparation (and essay writing/exam preparation) is effective reading. Here are a few suggestions for reading Philosophy:

- *Read intensively.* Philosophy texts usually make pretty hard reading. You will waste time if you try to read it as you would a novel. Take time, go back over it, and be sure you get the argument clear.
- *Take notes.* It is easy to have your eye pass along lines of print without taking in the message of the text. By taking notes you are more likely to capture the point the author is trying to convey.
- *Re-read.* Your idea of what the course is all about will develop throughout the semester. What seemed incomprehensible a fortnight ago may look obvious now. You will discover something new each time you re-read a text.

Assessment & Penalties

In order to encourage participation in tutorials, Philosophy operates a tutorial non-attendance penalty scheme. In first-year courses, attendance at fewer than 7 of the 10 tutorials incurs a penalty of 3 marks for each tutorial missed up to a maximum of 9 marks.

Should you miss your tutorial, you may attend another of the tutorials in the same week. Ask the tutor in question to sign a tutorial attendance slip (available on MyUni) and return this to your regular tutor the following week. Failure to attend a tutorial may be excused on medical or compassionate grounds.
**Calvin and Hobbes**

---

**Essays and Exams**

Writing a Philosophy essay is probably different from any kind of writing you have done before. What is most distinctive about Philosophy is its focus on argument— developing a position, defending it against objections, considering alternatives, and so on. Your aim in writing an essay should be to produce an argument. It might take the form of a defense of a position, or a comparison of two competing views.

**How We Assess Essays**

Your written work will be assessed on two main grounds:

- **Your knowledge of texts and lectures.** We prefer intensive knowledge: a detailed discussion of a few arguments is preferable to a synopsis of a large number of views.
- **Your skill in developing and criticizing arguments.** This is not a demand for originality. We want to see how well you handle philosophical arguments. You can show us by presenting positions clearly, in your own words, indicating possible objections and replies.

**Writing An Essay**

There are many ways to write a Philosophy essay, but the following suggestions are good general advice.

- **Write a draft.** Sketch out your purpose or the main lines of your argument and make a rough plan of the various parts of your essay.
- **Write in sections.** Each section should have an informative heading, and begin with a brief explanation of how it relates to your argument. Include an introduction that briefly sets out the structure of the whole essay.
- **Narrow your sights.** Don’t take on too much. Read less (3-7 articles or chapters), but read intensively. Only discuss material that is directly relevant to your argument. Don’t try to cover everything you’ve read.

A *useful test.* When you’ve finished your penultimate draft ask another student in the class to read it. Rewrite any sections they have difficulty following.
Citations

Any work you submit must acknowledge dependence, either direct or indirect, on source material. That is, you must cite the source of an idea or a quotation.

For indirect dependence (where there is reliance on an idea or argument in a source text) you can use the following form of acknowledgment:

The naive inductivist makes three assertions: science begins with observation; observation is a secure foundation for scientific knowledge; and scientific knowledge is derived from observation statements by inductive inference. (Chalmers 1982, pp.1-12)

For direct dependence (quotation of source material) you can adopt the following conventions. If the quotation is relatively short, surround the material in quotation marks and acknowledge:

At one point Kuhn points out that there are certain similarities between his position and the view defended by Karl Popper. Kuhn claims that they both “reject the view that science progresses by accretion” (Kuhn 1970, pp.1-2).

If the quotation is longer than three lines, indent the quoted material without using quotation marks and acknowledge:

Aristotle identifies the conditions for pity in both the object of pity and the perceiver:

Let us now consider Pity, asking ourselves what things excite pity, and for what persons, and in what states of our mind pity is felt. Pity may be defined as a feeling of pain caused by the sight of some evil, destructive or painful, which befalls one who does not deserve it, and which we might expect to befall ourselves or some friends of ours, and moreover to befall us soon. (2004, p.77)

Reference Lists

Your essays must include, on a separate and final page, a bibliography of all your source material. There is no need to list everything you have read — only things you cite need appear in your bibliography.

The following conventions for individual bibliographic entries are recommended:


*Note that Aristotle wrote the lectures on which his book Rhetoric is based in the fourth century BCE. However, the date provided in your bibliography should be the date of the particular publication that you used.
Any material you source from the internet must be fully referenced. Use the format:


How Many References?

Unless you are otherwise advised, Level 1 essays will be expected to demonstrate a good knowledge of at least three different published professional discussions of your essay topic. This does not include references to web pages, unless they are references to articles on your essay topic by professional philosophers.

Preparing for an Exam

To prepare for an exam you will need to have your head around several topics, which will need to be remembered thoroughly. The following may help:

- Survey less material than in preparing for an essay. Study the relevant lecture notes and tutorial questions, then read at least one but preferably two references on the topic.
- Write out a detailed plan of the topic, and learn it by heart! Note that this is not an essay plan, but an overview of a Philosophy topic. It should enable you to answer a variety of questions.
- Once you have understood your topic, and memorized your plan, take one or two previous exam questions and answer them under exam conditions.

Sitting an Exam

Exams typically run for two or three hours (with 10 minutes reading time). A few students may be able to write concisely and without repetition for an hour non-stop. But they would be the exception. It is the quality of your answer that counts, not the quantity.

Spend a few minutes deciding what exactly the question is asking. Spend 5-10 minutes carefully planning out your answer. Write for 45-50 minutes. Give yourself a good 5 minutes of checking time at the end.

Remember to avoid answers that are long-winded or badly organized, that contain irrelevant material, or are repetitive. Don’t write through to the end just for the sake of adding more words.
Research Support

Our Research Librarian, Judy Bailey, maintains an excellent set of online resources at:

http://libguides.adelaide.edu.au/philosophy

There you will find links to other online philosophy material, and a guide to researching, writing and referencing essays.

For general information about library resources, there is a set of library guides at:


This provides access to resource guides by faculty and by department, and access to e-Journals and databases.

Learning and Language Support

Academic Learning and Language (ALL) is part of the Centre for Learning and Professional Development (CLPD). A range of academic seminars for undergraduate, Honours and postgraduate coursework students are on offer.

Undergraduate

Undergraduate students can attend the academic writing and skills development seminars held each semester, as well as access the range of online resources available from ‘Writing and Speaking at Uni’ through MyUni, and the ALL printed learning guides.

English as an Additional Language

Weekly English language conversation classes are held at the CLPD for English as an Additional Language students with local volunteers. The Volunteer Learning Support Scheme also provides opportunities for international students to become better acquainted with Australian culture.

Honours and Postgraduate

For honours and postgraduate coursework students, a series of group seminars are offered which focus on academic literacy involving:

- departmental expectations about reading and writing for academic assignments
- the types of writing required at postgraduate level
- techniques for successful writing
- workshops where academic staff work with students to improve students’ writing

For further information please contact us at

Phone: 8313 5771
Email: writingcentre@adelaide.edu.au

or visit our website

http://www.adelaide.edu.au/writingcentre/
Maths Learning Service

The Maths Learning Service (MLS) is part of the Centre for Learning and Professional Development (CLPD). The Service offers free support for all University of Adelaide students meeting maths (including stats) in their studies.

The Maths Drop-in Centre
The Drop-in Centre is open from 10am to 4pm during teaching weeks and swot vacs. Our friendly staff are available during these times to help all students understand the maths in their university courses. No appointment is necessary. During breaks, assistance is still available by contacting the MLS and making an appointment.

Bridging Courses
The MLS provides free self-paced bridging courses to cover prerequisite maths knowledge.

Online and Print Resources
We provide quick revision worksheets on various maths topics plus online refresher modules. Our website also contains links to useful maths resources specific to various University of Adelaide courses.

For further information please contact us at

   Phone: 8303 5862
   Email: mathslearning@adelaide.edu.au

or visit our website

   Web: http://www.adelaide.edu.au/mathslearning/
6. Assessment

Philosophy uses the following grading scheme for its undergraduate courses:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 49</td>
<td>Fail</td>
<td>F</td>
</tr>
<tr>
<td>50 – 64</td>
<td>Pass</td>
<td>P</td>
</tr>
<tr>
<td>65 – 74</td>
<td>Credit</td>
<td>C</td>
</tr>
<tr>
<td>75 – 84</td>
<td>Distinction</td>
<td>D</td>
</tr>
<tr>
<td>85 – 100</td>
<td>High Distinction</td>
<td>HD</td>
</tr>
<tr>
<td>An interim result</td>
<td>Result Pending</td>
<td>RP</td>
</tr>
</tbody>
</table>

Assessment Criteria

Pass 50-64%

- Adequate articulation of argument, theme or guiding problematic.
- Adequate understanding & application of concepts & theoretical issues.
- Adequate adherence to scholarly conventions in citations.
- Adequate scope of reading informing the argument.
- Adequate understanding of that reading.
- Adequate skills in written expression and presentation.

Credit 65-74%

- Clear articulation of a theme or guiding problematic.
- Clear understanding and application of concepts and theoretical issues.
- Argument reasonably well structured, developed and concluded.
- Adequate adherence to scholarly conventions in citations.
- Adequate scope of reading informing the argument. Clear understanding of that reading.
- Adequate skills in written expression and presentation.
- Critical use of sources.

Distinction 75-84%

- Clear articulation of a theme or guiding problematic.
- Clear understanding and application of concepts and theoretical issues.
- Argument well structured, developed and concluded, displaying clear evidence of original thinking.
- Consistent adherence to scholarly conventions in citations.
- Wide scope of reading informing the argument, with evidence of independent reading. Clear understanding of that reading.
- Developed skills in written expression and presentation.
- Critical use of sources.
High Distinction 85%+

- Very clear articulation of a theme or guiding problematic.
- Clear understanding and application of concepts and theoretical issues.
- Argument exceptionally well structured, developed and concluded, displaying ample innovation and originality.
- Ample evidence of the critical use of sources.
- Consistent adherence to scholarly conventions in citations.
- Wide scope of reading informing the argument, with strong evidence of independent reading. Sophisticated understanding of that reading.
- Highly developed skills in written expression and presentation.
- Critical use of sources.

Submission of Written Work

In some courses, submission will be by hard copy. In other courses, written work will be submitted via MyUni. Please consult the course guide or MyUni for the appropriate method of submission for your course.

Overdue Work

Late essays are penalized at a rate of 2% per day. Essays submitted more than one week late without an extension will not be marked.

Extensions

Extensions will only be granted on medical or compassionate grounds. A request for an extension is made using the appropriate extension request forms (depending on your circumstances), which is available on MyUni. It must be supported by documentation from a doctor or Student Counsellor and submitted to the Course Coordinator. Pressure of other work is not accepted as grounds for an extension because the due dates are provided well in advance.

The request for an extension must be made before the due date.

Re-Marking

If you believe that the mark given to an essay or exam is unfair, you are invited to email your course coordinator. Please supply brief grounds for the request based on relevant parts of your essay and/or the marker's comments. Your essay may then be re-marked by a different marker. The re-mark functions as an appeal. If the second marker judges the original mark to be inappropriate, then your mark will change. No re-mark will be possible later than two weeks after essays have been made available for collection.
Modified Assessment (Supplementary Assessment)

The university recognizes three kinds of Modified Assessment: Replacement Exams, Assessment Task Extensions, and Additional Assessment. The University distinguishes three grounds for Modified Assessment: Medical, Compassionate and Academic.

Medical & Compassionate Grounds

Students must lodge applications for Modified Assessment on medical or compassionate grounds with their Course Coordinator within seven days of the occurrence leading to the application, or, if the occurrence takes place during an exam, within five days of that exam. Applications on medical grounds must be accompanied by a medical certificate. Results of Replacement Exams granted on medical, compassionate and mixed grounds will be entered as the final result in the course. The fact that students have undertaken Replacement Examination on these grounds will not be shown on the transcript.

For further information about Replacement Exams on these grounds see:


Academic Grounds

A Replacement Exam or Essay on Academic grounds will be offered to any student who has completed all of the required assessment for the course and received a mark of between 45 - 49%. No application is necessary.

The composition of the Additional Assessment will be determined by the course coordinator. For a student who passes a course by Additional Assessment on academic grounds, the maximum result recorded on their academic transcript will be 50.

Students eligible for Additional Assessment will be contacted with information about the format and due date (essays), or time and venue (exams). Exams will not be arranged elsewhere or at special times for students who may be traveling, on holiday, in temporary employment, away from Adelaide, or who are absent from Adelaide for reasons not connected with their course of study.

Plagiarism

Statement on Plagiarism

Plagiarism is expressly prohibited by the University’s Rules for Assessment which includes the following:

1. No student will submit for assessment any piece of work that is not entirely the student's own, except where either:
   (a) use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or
   (b) the assessor has given prior permission for joint or collaborative work to be submitted.
2. No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.
3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.

Forms of Plagiarism

Plagiarism consists of a person using the words or ideas of another without proper acknowledgement. The University regards plagiarism as a very serious offence. At the very least it is a misuse of academic conventions; where it is deliberate and systematic, plagiarism is cheating and false pretenses. It is the obligation of every member of the University to understand and respect the rules concerning plagiarism; the excuse of ignorance will not be accepted.

Plagiarism can take several forms:

- Presenting substantial extracts from books, articles, theses, and other published or unpublished works such as working papers, internet material, seminar and conference papers, internal reports, computer software, lecture notes or tapes, and other student's work, without clearly indicating their origin with quotation marks and references;
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work;
- Quoting directly from a source and failing to insert quotation marks around the quoted passages. It is not adequate to merely acknowledge the source.
- Submitting work written by someone else on your own behalf.
- Submitting another student's work whether or not it has been previously submitted by that student.
- Two students separately submitting the same piece of work (or work with a significant part in common) upon which they have illicitly collaborated.
- Submitting a piece of your own work (or work with significant parts in common) for two different assignments—whether this occurs within or between courses, disciplines or faculties of the University.

Disciplinary Action

All plagiarism is unacceptable but each case of plagiarism will be treated on its own merits. The penalties associated with plagiarism are designed to impose sanctions that reflect the seriousness of the University’s commitment to academic integrity. Penalties may include revising and resubmitting assessment, receiving a reduced mark for the work, receiving a result of zero for the assessment work, failing the course, expulsion and/or the imposition of a financial penalty. The University keeps a central register of cases of student plagiarism to assist in the detection of students committing multiple offences.
For further information about plagiarism and the disciplinary action associated with cases of plagiarism you may consult the University’s Policy Statement on Plagiarism, Collusion and Other Forms of Cheating and the Guidelines and Procedures for Implementing the Policy Statement on Plagiarism, Collusion and Other Forms of Cheating (see http://www.adelaide.edu.au/policies/230).

**Working Together**

Although Philosophy encourages students to work together in pre-writing stages, and most find it both stimulating and productive, the final product must very clearly be your own work. This will not be clear if the detailed structure of your essay is the same as someone else's or if some sentences in your essay are identical to another essay. In this case we may not be able to award you a mark. It is your responsibility to ensure that neither part nor whole of your work is copied by other students.

### 7. Students With Disabilities

The University of Adelaide provides a range of services to students with an ongoing medical issue or disability. This may include adjustments to the standard teaching or assessment processes.

The Counselling and Disability Service can assist with information and advice about these services. Please consider making contact early in the academic year so that you have the most appropriate arrangements in place.

The Counselling and Disability Service provides services which include:

- Note takers
- Access to specialized software
- Enlarged print
- Help with assessment.
- Special exam arrangements
- Scribes
- Brailling

To access these services you need to provide written verification of your disability or medical condition to the Counselling and Disability Service. Details are of course kept confidential unless you specify otherwise. When negotiating accommodations with academic staff you may wish to complete an “Access Plan”. This assists in keeping a written record of the arrangements that are made.

Contact Details:

The Counselling and Disability Service
Ground Floor, Horace Lamb Building
Phone: (08) 8303 5962
Email: disability@adelaide.edu.au
8. Philosophy Prizes

Five prizes are awarded annually to acknowledge outstanding work by philosophy students. Official details are as follows:

The Charlie Martin Philosophy Prizes

Anne Martin has generously offered to fund two prizes in memory of her father, Charlie Martin, a distinguished philosopher who was a member of the Philosophy Department at the University of Adelaide between 1954 and 1966.

The following conditions apply to the first prize:

- The prize shall be called “The C B Martin Prize for Level One Philosophy”.
- The value of the prize shall be $500, unless otherwise determined by the Faculty.
- The prize shall be awarded each year to the beginning student who achieves the highest average mark in their two best level one philosophy courses. Only students who have completed two level one philosophy courses are eligible.
- If two or more candidates are deemed to be of equal merit, the prize shall be divided equally between them.

The following conditions apply to the second prize:

- The prize shall be called “The C B Martin Prize for a Philosophy Major”.
- The value of the prize shall be $500, unless otherwise determined by the Faculty.
- The prize shall be awarded each year to the philosophy major who achieves the highest average mark in the philosophy courses they have completed.
- If two or more candidates are deemed to be of equal merit, the prize shall be divided equally between them.

The William Mitchell Philosophy Prizes

The sum of $20,000 having been given to the University by Mrs. J R Thomson to honour the memory of her father, the late Professor Sir William Mitchell, Hughes Professor of English Language and Literature, and of Mental and Moral Philosophy (1894-1916), Vice-Chancellor (1916-1942), and Chancellor of the University (1942-1948), the following rules are hereby made:

- There shall be a prize to be known as "The Professor Sir William Mitchell Prize for Honours Philosophy".
- The prize shall be available for award annually.
- The value of the prize shall be $2100 unless otherwise determined.
- The prize shall be awarded each year to the student in Honours Philosophy who obtains a first class Honours degree and is placed highest in order of merit.
• If in any year the prize is not awarded, then two or more prizes may be awarded in subsequent years to two or more persons who obtain first-class Honours degrees and who are placed highest in order of merit.
• If two or more candidates eligible for the prize are of equal merit, the prize or prizes shall be shared equally among them.
• The prize shall be awarded by the Faculty on the recommendation of the Head of the Discipline of Philosophy.

A second prize is hereby instituted as a means of further rewarding excellent scholarship among philosophy students:

• The prize shall be called “The Professor Sir William Mitchell Essay Prize”.
• The value of the prize shall be $300, unless otherwise determined by the Faculty.
• The prize shall be awarded each year to the student who submits the best essay in any Advanced Level Philosophy course during the year.
• If no one is deemed eligible for the prize, then no award shall be made.
• It is intended that this prize will be awarded to the recipient of the Jefferis Memorial Medal.

These rules may be varied from time to time by the Faculty, but the title and purpose of the award shall not be changed.

The Jefferis Memorial Medal

Whereas the sum of one hundred dollars has been paid to the University for the purpose of providing a medal in honour of the Rev. James Jefferis, LL.D., who was closely associated with the University from its foundation till his death in 1918; it is hereby provided that:

• There shall be a medal to be awarded annually, and called "The Jefferis Memorial Medal".
• It shall be awarded for distinction in the study of Philosophy, and it shall not be awarded except for work of high merit.
• Provided that in the opinion of the Head of Discipline of Philosophy the essay is of sufficient merit, the medal shall be awarded each year to the student who submits the best essay in any Advanced Level Philosophy course during the year.

9. Philosophy Club

The Adelaide University Philosophy Club has been in existence for more than 70 years. It is an exciting forum for discussing the wide range of issues discussed in contemporary philosophy, and a good way to meet like-minded thinkers of all ages.

To find out about upcoming events see the club’s website:

http://adelaidephilosophy.com