Welcome to study in the Department of Philosophy at the University of Adelaide! We are a small but diverse department, with teaching and research strength across a wide range of topics in contemporary philosophy.

Philosophy – what is it?

In ancient Greek, *philosophia* means ‘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*.

The Big (and Little) Questions

Philosophy begins with these big questions:

- What is the nature of the world in which I find myself? (Epistemology, PHIL 1102 *Mind and World*)
- What can we know about the nature of the world around us, and what are the limits of our knowledge? (Epistemology, PHIL 1102 *Mind and World*)
- How do I decide which actions are right or wrong? (Moral philosophy, PHIL 1103 *Morality, Society, and the Individual*)
- What is the nature of the mind? (Philosophy of mind, PHIL 1102)
- How do human beings represent the world? (Philosophy of mind and language, PHIL 1102)
- What is justice, and is it possible to create a just society? (Political philosophy, PHIL 1103)
Do I really have free will, or are my actions predetermined? (Metaphysics, PHIL 1102)

We have annotated this list of smaller (but still rather big) questions with the sub-disciplines of philosophy addressing them, as well as indicating which of our introductory level I courses are in part devoted to discussing them.

The actual practice of philosophy – the method we use – is that of rational argument. Here we make use of evidence from diverse sources (scientific and common-sense) to construct a reasoned case for a specific answer to some philosophical question. One of the things which makes all the questions above of continuing interest is that there are seemingly contradictory answers to them which, nonetheless, can each be supported by reasons and evidence.

Reflecting on this method brings a third big philosophical question into view:

- What makes a rational argument good or bad?

Addressing this question, and giving you the tools you need to go about addressing other philosophical questions, is the focus of our other first year offerings in logic and critical thinking (PHIL 1101 Argument and Critical Thinking and PHIL 1110 Introduction to Logic). These courses are in fact quite general, and will give you skills in reason and argument that will prepare you well for any future course of study.

**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.

**Philosophy Careers**

Finally, employers are increasingly aware that Philosophy equips people to think critically and analytically. Philosophy graduates are in demand in business, industry, government and the public service and the media. Our graduates go on to pursue satisfying and rewarding careers, where they draw surprisingly frequently on the skills developed during their studies. Philosophy is also a route into secondary school teaching, with a number of schools offering Philosophy as part of SACE or the IB Theory of Knowledge unit. And many students continue on to further study at honours or postgraduate level (details below).

Please see our careers information page if you would like to read more about careers in and using philosophy:


The Australasian Association of Philosophy maintains an ever-expanding collection of profiles of philosophy graduates. Their stories illustrate the amazing range of stimulating careers which philosophers end up pursuing, using their philosophical knowledge in contexts that may surprise you:


Many of our students find their interest in philosophical questions undimmed at their conclusion of their undergraduate studies. After completing a major in philosophy, you may wish to continue to honours or an MPhil or even a PhD. Our offerings levels are detailed later in this guide.

**Studying with us**

**Our Department**

The Department at the University of Adelaide has a distinguished history of teaching and research in Philosophy since its founding, contemporary with the University of Adelaide, in 1874. A fairly up to date history of the department can be found in an article written by two of our emeritus staff: Chris
The department is a relatively small one, with nine permanent members of teaching and research staff (some of whom have their primary teaching responsibilities elsewhere in the university). A list of our academic staff, including details of their areas of interest and links to their university directory entries, can be found here:

- [https://arts.adelaide.edu.au/phi...philosophy/people/](https://arts.adelaide.edu.au/philosophy/people/)

We also have a department profile on PhilPeople:

- [philpeople.org/departments/adelaide/philosophy/](philpeople.org/departments/adelaide/philosophy/)

Most members of the academic staff have their offices on level 7 of the Napier Building. They hold regular office hours, or you can email to arrange an appointment outside of those hours.

The head of department in 2018–20 is Dr Antony Eagle (Napier 705):

- [antony.eagle@adelaide.edu.au](mailto:antony.eagle@adelaide.edu.au)

Administratively, our department is located within the School of Humanities:

- [https://arts.adelaide.edu.au/humanities/](https://arts.adelaide.edu.au/humanities/)

The School office is also located on level 7 of the Napier building, in room 722. If you have a general inquiry about the school or the department, or if you wish to contact us by telephone or drop by in person without a prior appointment, the School office is the most reliable point of contact:

- [humanities@adelaide.edu.au](mailto:humanities@adelaide.edu.au)

### Our Undergraduate Programs

Philosophy can be studied as an elective in almost every degree program offered by the University. You can specialise in Philosophy by completing a major or minor in the following degree programs:

- B. Arts
- B. Arts (advanced)
- B. Philosophy, Politics and Economics
- B. Liberal Arts and Sciences
- B. Environmental Policy and Management
- B. Psychological Sciences

The complete program rules for these degrees, including information about the requirements for completing a major or minor, can be found in the University’s academic program rules (‘Calendar’):

- [https://calendar.adelaide.edu.au/](https://calendar.adelaide.edu.au/)

The requirements for completing a major or minor in philosophy can also be found here:

- [arts.adelaide.edu.au/current-students/undergrad/majorsminors/](arts.adelaide.edu.au/current-students/undergrad/majorsminors/)

### Our Courses

The department offers four units at level I (first year):

- PHIL 1101 *Argument and Critical Thinking*
- PHIL 1102 *Mind and World*
- PHIL 1103 *Morality, Society and the Individual*
- PHIL 1110 *Introduction to Logic*

These courses are offered every year, and are designed to give a broad introduction to some of the main areas of philosophy and its methodology.

The department has almost two dozen more specialised courses at level II and III, and tends to offer about 10 upper level subjects each year. These tend to focus on a particular sub-discipline of contemporary philosophy, and allows students to explore specific areas of inquiry in greater depth. While there are no discipline-specific pre-requisites for any of our upper level courses, our level III courses tend to assume more prior knowledge of philosophy. However, since many of our courses involve the exploration of foundational issues in other disciplines (e.g., PHIL 2030 *Cognitive Science*).
and PHIL 2031 *Crime and Punishment*), even our upper level courses are often accessible to students with no background in philosophy but with some interest in another relevant disciplinary area.

An up to date list of our current course offerings, with links to full course descriptions, can be found on the Course Outlines system:


This list contains all of our course offerings, including those at honours and higher level. Our undergraduate course offerings have course codes beginning PHIL 1xxx, 2xxx, or 3xxx.

The department also maintains a list of its course offerings and an overview of the teaching timetable on its website:

- [https://arts.adelaide.edu.au/philosophy/study/undergraduate/](https://arts.adelaide.edu.au/philosophy/study/undergraduate/)

**Internships in Philosophy**

Students in the Faculty of Arts can apply for an Arts Internship and gain credit towards their degree. If the internship is in an appropriate area, students may be able to credit of up to 6 units towards a major or minor in philosophy. More information about the Arts Internship can be found here:

- [https://arts.adelaide.edu.au/current-students/undergrad/internships/](https://arts.adelaide.edu.au/current-students/undergrad/internships/)

Students can contact our staff member Prof Jenny McMahon (Napier 710) for information on previous internships in Philosophy:

- [jenny.mcmahon@adelaide.edu.au](mailto:jenny.mcmahon@adelaide.edu.au)

**Further Study**

After majoring in Philosophy you can go on to an Honours degree or an MPhil. From there, you may wish to continue a postgraduate research career by applying for entry into our PhD program.

*Please note: the structure of our Honours and MPhil degrees from 2020 entry is currently under review.*

**Honours Philosophy**

Honours is a year of intensive study at the end of an undergraduate 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 Faculty of Arts provides information about honours programs involving philosophy, as well as information about applications for entry, here:

- [https://arts.adelaide.edu.au/future-students/honours/](https://arts.adelaide.edu.au/future-students/honours/)

The Honours program in Philosophy comprises four semester length seminars, for which you submit essays, and a research thesis which you will write under the supervision of an expert academic staff member. Our program is offered jointly with the Philosophy Department at Flinders University. For details of the program and our current honours course offerings, please take a look at our handbook which is available here:

- [arts.adelaide.edu.au/philosophy/study/honours/](https://arts.adelaide.edu.au/philosophy/study/honours/)

Applications for entry to Honours are generally due by the end of November in any given year. Prospective Honours students should consult with the Honours Coordinator by mid-October of the year immediately preceding their Honours year. The current Honours Coordinator is Dr Jon Opie (Napier 709):

- [08) 8313 3815](tel:08) 8313 3815
- [jon.opie@adelaide.edu.au](mailto:jon.opie@adelaide.edu.au)

**Postgraduate Research Degrees**

Postgraduate research students in Philosophy have an opportunity to develop original philosophical ideas, working alongside leading scholars with extensive professional experience.

The Philosophy Department offers both an MPhil and a PhD by research. Students are supported by a primary and secondary supervisor, and have access to other members of our active and friendly department. There is also a sizeable and welcoming cohort of other postgraduate students.

Postgraduate students in our program also undertake professional development activities through the University’s CaRST program to develop diverse skills for the academic and non-academic workplace. During their candidature, students contribute to our annual postgraduate colloquium and participate in our departmental seminar series.
Information about the structure of our postgraduate research programs, eligibility, and the admissions process, as well as a link to our postgraduate handbook, can be found at the following site:

- arts.adelaide.edu.au/philosophy/study/postgraduate/

**Study Guide**

**Lectures and Tutorials**

Almost all philosophy courses use lectures as the primary mode of content delivery. 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 or lecture slides.** But don’t write down everything! Take notes to help you absorb the lecture material; focus on those ideas that confuse you, or inspire you to reflections of your own.

- **Record your doubts, objections, concerns.** Raise them with the lecturer during the lecture or in office hours, and bring them to tutorials for discussion.

**Tutorials and Workshops**

Tutorials and workshops offer you an opportunity to discuss your thoughts and reflections on the course material presented in lecture. They are usually based on topics and set readings linked to the preceding week’s lectures. (In most philosophy courses, tutorials and workshops begin in week 2 of semester.) It is important that you read the tutorial material **prior to the commencement of the tutorial**. While reading, think about discussion questions that may have been assigned, and rough out some preliminary answers. Bring these along to the tutorial for your own reference. Tutorials and workshops provide a chance to learn from fellow students and they from you. So please make an effort to properly prepare before the tutorial.

**Attendance and Participation**

Students who are engaged with course material and active in class discussion tend on the whole to have a better grasp on the course material and to do better in assessment tasks. Accordingly, course coordinators often provide incentives for students to come to tutorials and workshops. Different course coordinators have different approaches to this issue, but whatever approach is chosen will be made clear to students in the course syllabus. If you aren’t sure about the procedures in a course, the lecturer or course coordinator would be happy to answer any questions you have.

For example, in some courses you will be required to submit answers to discussion questions prior to class for course credit. In other courses, your attendance at tutorials might be marked, and you may receive a penalty if you miss too many without good reason. If you miss a tutorial, you may be able to attend a makeup tutorial in the same week.

**Reading Philosophy**

Part of the skill in tutorial preparation (and essay writing/exam preparation) is effective reading. Philosophy reading is hard work – it takes concentration and can be slow going. Reading philosophy can be very unlike reading other kinds of texts, and even fluent readers can struggle with its unfamiliarity. 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. It’s often better to read one thing twice, rather than two superficially.

- **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.

- **Think before reading.** Something you will find is that if you already have some provisional
opinions on a topic, it is much easier to read and digest other discussions of the topic – you’ll be tuned in to the points on which you agree or disagree with the author.

**Language Proficiency**

Students for whom English is an additional 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.

**Assignments and Assessment**

Assessment in philosophy courses takes a number of different forms. Some courses may have a final exam or in class tests. Some courses (especially those involving logic) may involve submitting answers to quizzes and short answer questions on a weekly basis.

But most philosophy courses use extended essays as the main means of assessment. An essay is an argument in response to a topic prompt, generally making a case for a specific answer to the prompt. In some courses you may be asked to write an essay under exam conditions, but most of the time you will be given a few weeks to research and write your essay.

**Writing Essays in Philosophy**

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 defence of a position, or a comparison of two competing views.

Some members of department have put together a guide, *Writing Essays in Philosophy*, which can be found here:


There is lots of essential information in that guide, but here are a couple of useful headline tips:

- **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.

Please see *Writing Essays in Philosophy* for further information about the practicalities of essay writing, including guidelines about citations and referencing.

**Exams in Philosophy**

Even if you are experienced in writing philosophy essays, writing them under exam conditions can be quite challenging and requires some adaptations.

**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.

Assessment

Philosophy uses the M10 mark scheme for all of its undergraduate courses below honours level. You will receive a numerical mark for your work in a course, and an associated grade (High Distinction, Distinction, Credit, Pass, or Fail). You may also receive marks on the same sort of scale for individual pieces of assessment within a course.

Each of these grades is associated with a qualitative description of the level of achievement that a piece of assessment should meet to deserve that grade. The University provides links to these grade descriptors, and the marking scheme, on its Assessment policy page:

➢ https://www.adelaide.edu.au/policies/700/

All marks in philosophy are guided by these overall grade descriptors, though individual courses may, because of their subject matter, emphasise certain elements more than others in the determination of your mark. (The ‘problem solving’ criterion, for example, while appropriate for assessing work done in logic and other technical areas of philosophy, may be less appropriate for other branches of the discipline.)

Course coordinators may provide a rubric when they make assessment tasks available in a course, which will state exactly what they are looking for in your work. But if you have any questions about assessment criteria, you should feel comfortable getting in touch with the course coordinator who will be happy to help.

Submitting Work for Assessment

In all courses, submission of written work for assessment will be via MyUni.

Overdue work

In line with Faculty policy, marks will be deducted at the rate of 2 marks per calendar day or part thereof that a piece of work is late without an approved extension. (Pro rata for assignments which are not marked out of 100.) An assignment that is not submitted within 7 days of the due date and time will receive a mark of 0 and will not receive comments.

If you experience an error while submitting an assignment, please take a screenshot clearly displaying the time of the attempted submission and the error message you have received from MyUni. Problems in submitting that are due to faults in the University’s systems are mitigating factors for late penalties.

Re-Marking

If you believe that the mark given to an essay or exam does not reflect the quality of the work, 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. Marks can go down as well as up as a result of a re-mark. No re-mark will be possible later than two weeks after essay marks and comments have been made available you.

Extensions and other modifications to assessment

The Department follows University and Faculty policy with regard to extensions. The University policy on modified assessment arrangements, including extensions, can be found here:

➢ https://www.adelaide.edu.au/policies/3303/
Extensions can be granted on grounds of medical, compassionate, or extenuating circumstances. Requests for extensions should be submitted to the Faculty Office – either in person to Napier ground floor, or via email to arts@adelaide.edu.au – on the appropriate form (available at the link above). You should make sure you attach the required supporting evidence (such as a medical certificate, counsellor’s letter, or evidence of extenuating circumstances), and apply for an extension in advance of the due date. The Faculty, in consultation with your course coordinator, will decide whether to grant an extension and what your modified due date will be. Details of the Faculty procedures can be found here:


Please note that extensions will not be granted if the circumstances that are causing difficulty were avoidable – this includes pressure of other academic work, personal commitments or events such as travel, or stress or anxiety normally associated with academic work. Due dates for assignments are provided well in advance, and when you are planning your study for the semester you should make sure to build in some allowance for unforeseen occurrences.

Replacement and Additional Assessments

If a medical or other circumstance arises during an examination, preventing you from displaying their true level of competence, you have the opportunity to apply for a replacement exam in accordance with the policy linked above.

If you have completed all the required assessment for a course and have received a final mark which is a borderline fail (45–49), or have received a fail mark in the last course you require to complete your academic program, you will be offered an additional assessment task. The nature of the task, and its timing, will be determined by the course coordinator. Successful completion of additional assessment will increase your final grade to the lowest passing grade for the course. Students who are eligible for additional assessment due to a borderline fail grade will be automatically contacted by the course coordinator with information about the additional assessment task. Students who wish to apply for additional assessment on the grounds of a fail in their last course will need to follow the procedures detailed in the policy.

Disability Access Plans

Students who have a Disability Access Plan may be entitled to an extension or modification of assessment under different conditions than other students. Please remember to make your plan available to your course coordinator to ensure you are given the appropriate accommodations for your situation.

Plagiarism and academic honesty

Academic honesty is a fundamental part of learning and teaching and a core value of the University of Adelaide. The University takes the view that all academic dishonesty is unacceptable, and the University’s Academic honesty policy aims to uphold the standards of ethics and integrity embodied in the Student Charter and expected of all students:


Students should familiarise themselves with the policy and be sure to follow it when preparing assignments. Whenever you submit a piece of work for assessment, you agree to be bound by the relevant University policies – ignorance of the policy is no defence.

Academic honesty covers plagiarism (presenting work for assessment that is not your own, without appropriate attribution or reference to the original source), but also collusion (presenting work as independent work when it has in fact been produced in whole or in part with others) and cheating (acting in such a way as to seek to gain unfair advantage or assist another student to do so).

The Department takes apparent breaches of the academic honesty policy extremely seriously, and will take appropriate disciplinary action in all cases in which there is evidence to support the allegation of academic dishonesty.

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.

**Student Support**

The University provides a number of services to support students during their studies, including academic support in dealing with course content, support for students with disabilities, and support for students experiencing other difficulties.

**Academic support**

The Barr Smith Library maintains a useful collection of online resources to support study in philosophy:


The Writing Centre aims to help all students, no matter their skill level, in their development as writers through in person, one-on-one consultations. We support all students through any and all stages of their writing process, from initial idea to final revision, and everything in between:


The Maths Learning Centre (MLC) exists to help all coursework students learn and use mathematics and mathematical skills in order to succeed at university, especially if they are meeting maths for the first time. Philosophy students might find the MLC particularly useful in supporting them in approaching formal logic:


The University Union runs Student Care, offering independent information, advocacy and referral across a range of academic and administrative issues to all students enrolled at the University of Adelaide:


The Student Life Counselling Support is free, confidential and available to all enrolled students seeking to address issues that may be affecting their study and life. Their professional counselling team is available to help you explore options to resolve these difficulties:


Students with a disability or other condition they need to manage should consult with Disability Services to help them find ways to ensure that they are able to focus their efforts and energy on their studies:


Course coordinators will make reasonable adjustments to enable a student with a disability to participate at University on the same basis as other students without a disability, provided the integrity and inherent academic requirements of the student's course of study is maintained:

- [https://www.adelaide.edu.au/policies/64/](https://www.adelaide.edu.au/policies/64/)

**Prizes**

Four 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 I 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 Department 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 Level II or III Philosophy course during the year.

If no one is deemed eligible for the prize, then no award shall be made.

With the agreement of the winner, the Head of Department will submit the winning essay to the collection of outstanding undergraduate philosophy essays maintained by the Australasian Association of Philosophy:

- https://aap.org.au/Undergraduates/Papers

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 Level II or III Philosophy course during the year.

Please note: the Jefferis medal will no longer be awarded after 2019, the funds endowed for its provision having been exhausted.

Other Resources

Social media

The Philosophy Department maintains a social media presence. Follow us on Facebook or Twitter to keep up to date with department events and news:

- https://www.facebook.com/AdelaidePhilosophy88/
- https://twitter.com/UofA_Philosophy
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:

➢ https://www.facebook.com/AdelaidePhilosophy/
➢ philosophy@clubs.auu.org.au

Australasian Association of Philosophy (AAP)

The AAP works to promote undergraduate engagement in philosophy through connecting philosophy societies and their members, by providing resources and avenues for engagement with philosophical research. The Association offers membership at a discounted rate for undergraduate students in Universities in Australia, New Zealand and Singapore interested in philosophy:

➢ https://aap.org.au/Undergraduates