



School of Humanities and Languages

## **ARTS2362, Freedom, Alienation and Modern Life**

**Semester 2, Year 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor and Lecturer</b>			
Name	Simon Lumsden	Room	MB335
Phone	9385 2369	Email	s.lumsden@unsw.edu.au
Consultation Time	<p>Wednesday (wks 1-13) 2.00 - 3:00pm; At other times by appointment</p> <p>If you are contacting me by E-mail please provide a telephone number as well as your E-mail address.</p>		

2. Course Details	
Units of Credit (UoC)	6
Course Description	Examines how the notions of freedom, alienation, self-determination and historical progress have come to assume a central place in modern and 20th Century Philosophy. The central question this course is concerned with is if in a secular age human beings can be at home in the world and with nature. Covers the different approaches to these notions developed in the work of key figures in early philosophy (St Augustine), and 18th, 19th and 20th century Philosophy. Figures examined include Rousseau, Kant, Hegel, Heidegger, Adorno, Lukács, Arendt, Taylor.
Course Aims	<ol style="list-style-type: none"> <li>1. Introduce the work of a number of key thinkers and themes in modern philosophy and 20th Century European philosophy.</li> <li>2. •Involve students in their own learning through course structure and ongoing assessment.</li> <li>3. Enhance ability to interpret texts and develop appreciation of core philosophical concepts.</li> <li>4. Provide a philosophical understanding of concepts in a way that allows the philosophical issues to be recognised and developed in diverse forms of human experience.</li> <li>5. Provide the basis for ongoing engagement with many of the key figures in 20th Century European philosophy and political philosophy</li> <li>6. Situate the historical background to contemporary philosophy. This should allow students to have an ongoing appreciation of the dialogue between the history of philosophy and contemporary developments in philosophy.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Awareness of a number of themes and debates in the area of moral philosophy and political philosophy.</li> <li>2. Experience in reflectively engaging with important issues and traditions in the areas of modern philosophy, and the argumentation surrounding these issues.</li> <li>3. Experience in thinking systematically in analysing philosophical arguments and in producing their own.</li> <li>4. inculcation of skills of critical analysis and reflective thinking.</li> </ol>
Graduate Attributes	<ol style="list-style-type: none"> <li>1. Ability to read and interpret texts sensitively and carefully,</li> </ol>

		especially appreciating the importance of intellectual tradition
	2.	Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of philosophical reasoning
	3.	Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates
	4.	Skills of effective communication;

### 3. Learning and Teaching Rationale

Through a selection of readings, exercises, small group discussions, and modelling, the course aims to initiate philosophical appreciation and philosophical ability in the students in the areas of reading, analysing, criticising, discussing, and writing.

We expect you to participate in this course: to attend lectures, to engage with others in tutorial and online discussions and to complete the required reading in preparation for tutorials.

### 4. Teaching Strategies

The course will normally be taught with a two-hour weekly lecture, and a one-hour discussion-based tutorial. Lectures will be interactive, and student participation will be strongly encouraged. Students will be expected to come to class with their texts and to have prepared for class each week. The course will also feature a short interpretive essay of a key section of a specific text as well as a longer more sustained essay. Lectures will cover philosophical topics, background historical issues, research skills, and writing skills.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Textual analysis The topic will be distributed in Week 2	1,200-1,500 words	25%	The point of this exercise is for you to unpack, explicate and critically examine a short section from a philosophical work.	1234	Monday 28 March by 4pm  To be submitted electronically and in <b>hard copy</b> to the School of Humanities and Languages essay box (Level 2 Morven Brown Building)
Workbook		35%		1234	Due –Week 12 to be collected in the tutorial.

### Workbook

Your preparation for each class and reflection upon the material discussed in class should be recorded in a workbook. Time will be made available in tutorials for you to work individually and collaboratively on your workbook entries. Though where work is collaborative you will need to specify with whom you have worked.

I may look at workbooks during the tutorial, so please bring them to class each week. There will be opportunity to get help with your workbook from other students. If you would like feedback on your workbook please give it to me some time before mid-semester break.

The form and content of the workbook

Form: Exactly what form the workbook will take is up to you. It is expected that something be written on the readings each week before the tutorial.

For the final assessment the **minimum** requirement will be 7 x 500 word entries. These should be predominantly prose rather than abbreviated notes, though some notes and bullet points are fine.

The workbook can be handwritten in a notebook, or a print out of computer files, a blog or some other online forum. A list of questions will be available on Moodle prior to week two that relate to each week's reading. You may use these to guide your response to the readings.

Marking Criteria: The primary expectation of the workbook is that it should demonstrate that you have thought about the weekly readings independently and that you have actively engaged with the text and the themes of the course. The mark you receive will be based on the depth and comprehensiveness of your engagement. The form that engagement will take is largely up to you.

What you may wish to cover in the workbook:

- A substantial component of your entry should be comprehension of the primary text, i.e. explaining what you think is articulated in the primary text, that is the ideas and argument in themselves.
- A useful thing to do in the workbook is to use it to prepare for the tutorial – noting questions you would like to raise. After the tutorial you could write in answers to the questions or correct misunderstandings.
- Raising questions and objections to the text.
- You may try to understand and explain the material by, for example, connecting the ideas with your experiences of art, popular culture, politics, the media and so on: for example modern mechanised animal husbandry as an exemplification of Heidegger's idea of enframing, you might find in Romantic poetry or music an explication of Heidegger's idea of dwelling or films that illustrate his critique of technology, or contemporary discussion of religious fundamentalism as an example of modern alienation. You could appeal to literature and/or film to question a core philosophical distinction.
- You are not required to relate the texts and ideas to your experience, culture, media or art but you may find it productive to do so.
- Preparation of material for a tutorial presentation. Should you decide to participate in

the tutorial by offering a short presentation of how the texts connect to some form of artistic medium you could incorporate this into your workbook, including your experience of talking to the class; how you might improve your presentation, why this was useful and so on. You could also reflect on the experience of presenting: how might that experience itself be exemplary of for example the theme of alienation.

It is hoped that suggestions will be made for music, films or literature that might help other students to explore the issues. Opportunity will be made for examining any such media in class.

All explorations of the ideas that emerge from the readings should be tied back to the text – to its overall theme or a particular passage. The aim of the workbook is to provide a forum for you to explore passages and ideas from your weekly readings that have made you think. How you explore them is largely up to you. You can also explore your negative reaction to the readings: if there is something you find objectionable – say why you think it is objectionable.

The workbook might also be a useful place to explore ideas that you may wish to cover in your essays or as a forum for relating ideas to your experience and developing your writing skills, though it should not be a draft of your essay.

Above all the workbook should represent your engagement with the texts and the ideas. If the ideas are not convincing this is a forum for you to examine why you think this to be the case.

Reflection on the Workbook: I also expect a reflection on the workbook itself, how it does or does not help in your learning, you might also like to include suggestions as to how it could be improved. If you think it is not a useful learning tool state your reasons.

Referencing: I do not expect elaborate referencing in the workbook – but you must indicate where work is not your own.

Essay	2,000-2,500 words			1234	Due – October 31 by 4pm
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**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

## Grades

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through Moodle by **4pm** on the due date

### Important Note

- Electronic copies will not be marked. Only hard copies submitted in the drop boxes will be marked.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore it is essential that students keep the electronic record of their sent assignment.

## Assignment Collection

A stamped self-addressed envelope must be provided on submission if students require their final essay to be posted back to their home address. Only essays submitted with stamped self-addressed envelopes will receive written feedback unless prior arrangements are made.

## Assignment Extensions

A student may apply to for an extension to the submission date of an assignment. Requests for extension should be made directly to me before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made as soon as possible.

## Late Submission of Assignments

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Unless an extension has been granted, written work submitted after the due date will incur a penalty of 1% of the final mark for the course per day (including weekends). (For example, if your essay is awarded 24 out of 30 but is one day late without extension, then your actual mark will be 23).

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

## Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

## Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Resources

### Textbook Details

Text: ARTS2362 Course Reader  
Reader for sale at the University Bookstore.

The material in this reader will form the basis of discussion in the tutorials each week. You must be able to access the readings in the tutorials each week.

### Journals

### Additional Readings

### Websites

## 9. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 10. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 11. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 12. Other Information



## **myUNSW**

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myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

## **OHS**

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UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

## **Special Consideration**

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In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

## **Student Equity and Disabilities Unit**

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

### 13. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commenting:	Topic	Readings
Week 1-30/7	Background and examination of course themes: What is Modernity?	No tutorial Useful Background Reading: Velkley Being after Rousseau, introduction. Löwith intro to Meaning in History, Robert Pippin, Modernism as a Philosophical Problem, Habermas Philosophical discourse of Modernity (a very difficulty book)
Week 2 - 6/8	St Augustine: Early approaches to history. God's destiny for the earth, The fall, break with the cyclical view of nature.	St Augustine, various extracts, pp. 1 – 11.
Week 3 - 13/8	Rousseau: History, progress and the corruption of civilisation, the relation of humanity to nature.	Reading: Rousseau, 'Preface and extracts from Part two of Second Discourse' pp. 12 – 33.
Week 4 - 20/8	Kant: Does history progress or is it static? The quest for wholeness, self-determination, freedom and history	Kant 'Idea for a universal history' pp. 34 – 40.
Week 5 - 27/8	Hegel and Lear: Reconciliation, historical development, modern freedom	Hegel extract from Lectures on History of Philosophy pp. 41-49 and Lear Radical hope pp. 50-56.
Week 6 - 3/9	Lukács : The commodity economy, modern rationality, the ideological character of technology and science, reification	Lukács, 'Reification and the Consciousness of the Proletariat' pp. 57-67.
Week 7 - 10/9	Adorno and Horkheimer: The limits of modernity, The rationalisation process in Western modernity, reason as myth	Adorno and Horkheimer 'The Concept of Enlightenment' pp. 68-84
Week 8-17/9	Heidegger: The instrumentalism of modernity, enframing, nature as resource	Martin Heidegger, 'Question Concerning Technology,' pp. 85-94.
Week 9 - 24/9	Heidegger: The relation of humans and world, dwelling, Technology and Ecology	Martin Heidegger, Ge-stell, remainder of 'Question Concerning Technology,' pp. 94-100 and 'Building, dwelling, thinking' pp. 101-109
Week 10 - 8/10	Arendt: Modernity, history, the reaction against tradition	Arendt, Ideology and 'Tradition in the Modern age' pp. 110-132
Week 11-15/10	Arendt: The social, the public realm, speech and action	Arendt, The Human Condition, 'the rise of the social' and other extracts. pp. 133-147.
Week12 - 22/10	Charles Taylor: Authenticity and Individualism	Taylor, 'the slide to subjectivism' and 'The Iron Cage' pp. 148-160