



SCHOOL OF HUMANITIES AND LANGUAGES

ARTS3360

**Philosophy Capstone: Examining Pivotal Texts**

*Kant's Critique of Pure Reason*



Meeting times: Friday 2-5pm, Morven Brown LG2

Session 2, 2013

## TABLE OF CONTENTS

<b>1. COURSE STAFF .....</b>	<b>3</b>
<b>2. COURSE DESCRIPTION.....</b>	<b>3</b>
<b>3. COURSE AIMS .....</b>	<b>3</b>
<b>4. STUDENT LEARNING OUTCOMES.....</b>	<b>4</b>
<b>5. LEARNING AND TEACHING RATIONALE &amp; STRATEGIES.....</b>	<b>4</b>
5.1 WEEKLY SEMINAR MEETINGS.....	4
5.2 ONLINE DISCUSSION FORUM (THREADED DISCUSSIONS) .....	4
<b>6. COURSE EVALUATION AND DEVELOPMENT .....</b>	<b>5</b>
<b>7. COURSE TEXTS .....</b>	<b>5</b>
<b>8. ASSESSMENT .....</b>	<b>7</b>
8.1 THREADED DISCUSSIONS.....	7
8.2 CRITICAL READING EXERCISE.....	7
8.3 FINAL ESSAY .....	8
8.4 ASSIGNMENT SUBMISSION.....	8
8.5 ASSIGNMENT COLLECTION .....	8
8.6 ASSIGNMENT EXTENSIONS .....	8
8.7 LATE SUBMISSION OF ASSIGNMENTS .....	8
<b>9. ATTENDANCE .....</b>	<b>9</b>
<b>10. ACADEMIC HONESTY AND PLAGIARISM.....</b>	<b>9</b>
<b>11. OCCUPATIONAL HEALTH AND SAFETY POLICY.....</b>	<b>9</b>
<b>12. STUDENT EQUITY AND DIVERSITY .....</b>	<b>9</b>
<b>14. OTHER STUDENT INFORMATION .....</b>	<b>9</b>
<b>15. COURSE SCHEDULE.....</b>	<b>9</b>

## 1. COURSE STAFF

### Convener:

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### Lecturer and main instructor for this course:

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Consultation times [*to be determined*]

## 2. COURSE DESCRIPTION

Immanuel Kant's *Critique of Pure Reason* (1781/1787) is without a doubt one of the most widely influential philosophical texts of all time. It has profoundly shaped both Anglo-American and Continental traditions in contemporary philosophy. Moreover, it is the text in which Kant sets out the framework for his entire philosophical project — most notably his account of human freedom, which bears directly on his ethics and political philosophy (and the enduring influence they enjoy, as well).

This course combines close study of Kant's *Critique of Pure Reason* and related texts with reflection on its enduring significance for contemporary philosophical debates. Kant's work will be examined with respect to its historical context, the unity and scope of its arguments, and for its relevance to historical and contemporary philosophical debates, especially in the areas of metaphysics, epistemology and philosophy of mind.

## 3. COURSE AIMS

Students entering the third year of the BA have acquired fundamental skills in analysing arguments and critically interpreting texts. In the capstone, students will develop these skills further, by bringing them to bear on the sustained examination of a pivotal text in the history of philosophy.

This course aims:

- To develop and consolidate students' understanding of the specific nature of philosophical inquiry, through close analytic and historical study of a pivotal text in the discipline; [LO 1 and 3]<sup>1</sup>
- To provide an opportunity to reflect upon the distinct nature of philosophical inquiry; [LO 2]
- To develop students' appreciation of some of the central concepts in philosophy, such as: substance, cause, and freedom; [LO 4]

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<sup>1</sup> See appendix for the coding of learning outcomes and graduate attributes for this course and this discipline.

- To develop skills in reading, writing, and researching philosophy; in the context of the capstone, our aim is to introduce students to more advanced research skills and develop independent research skills in philosophy to enable capable students to go on to work at the Honours and Postgraduate level; [LO 4 and 5]

#### **4. STUDENT LEARNING OUTCOMES**

At the completion of this course students will be able to:

- reflect upon the distinctive nature of philosophical inquiry [LOs 1 and 2];
- explain and evaluate a central text in philosophy [LOs 3 and 4]
- compose clear and succinct analytical essays [LO 5; GAs 4, 5, and (with peer review) 6];
- appreciate how reasoned enquiry promotes respect for a diversity of points of view [GAs 6 and 7]; and
- communicate complex ideas in a clear and concise manner [LOs 3, 5; GAs 4, 5, 6, and 7].

The course will also introduce students to some of the practical applications of the analytical skills developed in philosophy to a variety of workplace and postgraduate opportunities, through a planned workshop with Ms. Lyndall Partington, from UNSW Careers and Employment.

#### **5. LEARNING AND TEACHING RATIONALE & STRATEGIES**

##### **5.1 Weekly Seminar Meetings**

This course is structured around weekly seminar meetings. We will meet once a week, for twelve weeks, for three hours. Each meeting will combine periods of lecture and periods of open discussion. You are strongly encouraged to help set the topics for discussion, by asking questions or making comments related to the lecture or the readings.

Students are expected to come to class ready to make meaningful contributions to class discussion. Class participation is assessed. This aspect of the assessment for this course considers skills of effective communication, respect for diversity of points of view; it also aims to cultivate appreciation of the value of reasoned enquiry in regards to these attributes.

This assessment task bears on graduate attributes 4, 5, 6, and 7.

##### **5.2 Online Discussion Forum (Threaded Discussions)**

You will be required to participate in weekly online discussions on Moodle. This online forum is meant to provide an opportunity for you to further your understanding of the material through discussion with your peers and your instructor, as well as to get regular feedback throughout the course of the semester.

Each discussion will begin with a question concerning that week's reading. It may be a question about how to interpret a particular remark; it may ask you to uncover the implicit argument in a stretch of text; it may ask you to assess the quality of an explicit argument from the text; it may ask you to begin to connect the dots between one topic of discussion and another.

One of the purposes of the discussion forum is to try out ideas in a relatively unstructured setting. Although the format is relatively informal, you will still need to present coherent and persuasive arguments for your views, when you have them; and when you don't have a well worked-out view, you will need to raise a question for discussion — and explain why the question is worth taking on.

Detailed instructions are available online, and will be handed out in hard-copy on the first day of class.

This assessment task bears on learning outcomes 1, 2, 3, 4, 5, and graduate attributes 2, 3, 4, 5, 6, and 7.

### 5.3. Critical reading exercise

You will write a short interpretive essay (1500 words) on an assigned text, which we will not have previously discussed in class. The point of this assignment is to provide an opportunity to think about the text without having the “crutch” of having explicitly discussed the text in class beforehand. Rather, you will need to draw upon what you have already learned from Kant to try to come to terms with some unfamiliar bit of Kant. This will be the student’s *own capacity* to read and interpret texts sensitively and carefully, and to develop compelling interpretive arguments. It will also call for critical analysis of the claims in the assigned text.

This assessment task bears on learning outcomes 1, 2, 3, 4, 5, and graduate attributes 1, 2, 3, 4, 5.

### 5.4. Final essay

At the end of the course, you will write a major essay (3000 words). This assignment will test students’ ability to read and interpret texts sensitively and carefully, taking into full account historical context and intellectual tradition. This assignment will also involve considering how Kant’s text has shaped further debates in philosophy. It will also test students’ ability to evaluate and critically analyse claims to knowledge and belief, using a range of techniques of philosophical reasoning. There will be a writing workshop, which will provide opportunity for open peer-review.

This assessment task bears on learning outcomes 1, 2, 3, 4, 5, and graduate attributes 1, 2, 3, 4, 5, 6, and 7.

## 6. COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## 7. COURSE TEXTS

Required Texts:

- Immanuel Kant, *Critique of Pure Reason*. Translated by Norman Kemp Smith. New York: Palgrave Macmillan, 2007.

This is our main text for the course. It is available from the UNSW Bookshop. For your own reference, you may wish to consult Kant’s *Prolegomena to Any Future Metaphysics* (1783), which he wrote as a type of summary or commentary on the first (A) edition of the *Critique of Pure Reason*.

The following texts are also required, but will be made available online:

- René Descartes, *Meditations on First Philosophy*. Meditations 1 and 2. In *The Philosophical Writings of Descartes*. Translated by John Cottingham, Robert Stoothoff, and Dugald Murdoch. Cambridge: Cambridge University Press, 1984.

- David Hume, *An Enquiry concerning Human Understanding*. Section IV, “Sceptical Doubts concerning the Operations of the Understanding”. Edited by Tom L. Beauchamp. New York: Oxford University Press, 2000.
- David Hume, *A Treatise of Human Nature*. Book 1, chapter 4, sections 6-7. Edited by David Fate Norton and Mary J. Norton. New York: Oxford University Press, 2007.
- Immanuel Kant, *Lectures on Logic*. Selections. Translated and edited by J. Michael Young. Cambridge: Cambridge University Press, 1992.
- Immanuel Kant, *Practical Philosophy*. Selections. Translated and edited by Mary Gregor. Cambridge: Cambridge University Press, 1996.
- Christine Korsgaard, “Morality as Freedom.” In *Creating the Kingdom of Ends*, pp. 159-187. Cambridge: Cambridge University Press, 1996.

Recommended commentaries:

- Sebastian Gardner, *Kant and the Critique of Pure Reason*. London: Routledge, 1999.
- Henry E. Allison, *Kant’s Transcendental Idealism: An Interpretation and Defense*, revised and enlarged edition. New Haven: Yale University Press, 2004.
- Paul Guyer (ed.), *The Cambridge Companion to Kant’s Critique of Pure Reason*. Cambridge: Cambridge University Press, 2010.

The Gardner book is one of the most accessible English-language commentaries of the *Critique of Pure Reason*. The Allison book, which is somewhat more challenging, is a classic in English-language Kant scholarship. The edited book by Guyer contains worthwhile and detailed essays on particular topics in the *Critique of Pure Reason*. Relevant sections of these books are included in the course schedule readings.

Other recommended commentaries:

You might also find the following commentaries useful as guidelines, as well as for research purposes when writing your essays.

- Henry E. Allison, *Idealism and Freedom: Essays on Kant’s Theoretical and Practical Philosophy*. Cambridge: Cambridge University Press, 1996.
- Graham Bird (ed.), *A Companion to Kant*. Oxford: Blackwell, 2006.
- Paul Guyer, *Kant*. London: Routledge, 2006.
- Paul Guyer (ed.), *The Cambridge Companion to Kant*. Cambridge: Cambridge University Press, 1992.
- Paul Guyer (ed.), *The Cambridge Companion to Kant and Modern Philosophy*. Cambridge: Cambridge University Press, 2006.
- Paul Guyer, *Kant’s System of Nature and Freedom: Selected Essays*. Oxford: Clarendon Press, 2005.

- Yaron M. Senderowicz, *The Coherence of Kant's Transcendental Idealism*. Dordrecht: Springer, 2005.
- Susan Neiman, *The Unity of Reason: Rereading Kant*. Oxford: Oxford University Press, 1994.
- Robert B. Pippin, *Kant's Theory of Form: An Essay on the Critique of Pure Reason*. New Haven: Yale University Press, 1982.
- Jay F. Rosenberg, *Assessing Kant: A Relaxed Introduction to the Critique of Pure Reason*. Oxford: Clarendon Press, 2005.
- Jill Vance Buroker, *Kant's Critique of Pure Reason: An Introduction*. Cambridge: Cambridge University Press, 2006.

Other optional, supplemental reading will be made available on Moodle, with bibliographic data supplied there.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

## 8. ASSESSMENT

The due dates for all assessments are noted in the course schedule, at the end of this packet. Here is a brief description of each assessment task:

### 8.1 Threaded Discussions

A large part of your grade for this course will be determined by your contribution to online discussions, using Moodle. A separate sheet with instructions will be handed out to you, and will also be posted on Moodle. You must make sure you read those instructions carefully.

Your participation in the threaded discussions will be worth **27%** of your total grade.

### 8.2 Critical Reading Exercise

You will be asked to write a **short interpretive essay** (1500 words) on an assigned text, which we will not have previously discussed in class. You will be asked to submit a draft of your work for peer-review, and you will also be asked to **review the work of your peers**.

You will turn in this assignment using Moodle. No hard copy is required.

This assessment consists of **three distinct parts**.

- Draft for peer review.** In the first part of this assessment you will be asked to submit, through Moodle, a draft of your essay for peer review. Failure to submit a draft for peer review will cost you 3% of the total points available for the course.
- Peer review.** In the second part of this assessment you will be asked to review essay drafts by **two of your peers**, again via Moodle. A detailed template for the review will be provided. Failure to complete both reviews by the specified deadline will cost you 5% of the total points available for the course.
- Final submission: essay and reflection on peer-review.** In the third part of this assessment, you will have to submit a **final draft** of your essay, as well as a **reflective piece** of no more than 750 words outlining how you met the issues raised by your reviewers.

The entire Critical Reading Exercise will be worth **33%** of the total marks available in the course.

### 8.3 Final Essay

By the end of the course you will be asked to write a major essay, of 3000 words.

You will turn in this assignment using Turnitin on Moodle. No hard copy is required.

This assessment will be worth **40%** of the total marks available in the course.

### 8.4 Assignment Submission

- The cut off time for all assignment submissions in the School is 4pm of the stated due date.
- Assignments are to be submitted on Turnitin via Moodle. A second electronic copy can be emailed by 4pm on the due date to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au). All emailed assessments sent to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au) will receive an electronic acknowledgement.
- **IMPORTANT NOTE:** Electronic copies emailed to [assessment@unsw.edu.au](mailto:assessment@unsw.edu.au) will not be marked. Only Turnitin submissions will be marked/assessed. The second 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.

### 8.5 Assignment Collection

Any work that is submitted via Moodle will be marked and returned via Moodle. Your essays will have marginal comments throughout, and a paragraph of written response at the end, together with the grade. Feedback will be provided on the online discussion forum, and typically also with the marking of each week's posts. Please feel free to drop by office hours, or schedule an appointment, to discuss assessment expectations or comments on your written work.

### 8.6 Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW 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 with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

### 8.7 Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty per day excluding weekends (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days (including weekends) after the due or extended date will not be allocated a mark.

**Important note: for obvious logistical reasons, no peer-review drafts and no peer-reviews will be accepted past the due dates.**

## 9. ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. **The roll will be closed 20 minutes after the start of each seminar meeting.**

## 10. ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:  
<http://www.lc.unsw.edu.au/plagiarism/index.html>

## 11. OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:  
[http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

## 12. STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at:  
<http://www.studentequity.unsw.edu.au>

## 13. 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>

## 14. OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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>

## 15. COURSE SCHEDULE

For convenience, assigned reading is given first according to the page numbers of the Norman Kemp Smith translation of the *Critique of Pure Reason*, which has been assigned for this class. The standard way to cite Kant's *Critique*, however, is according to the pagination in the first (A) and

second (B) editions of 1781 and 1787 respectively. These numbers appear in the margin of your text, and must be used when citing the *Critique* in all of your written work for this course, including online posts. I have provided both types of page reference in this table.

Date	Topic	Reading	Assessment
<p>Week 1 2 August</p>	<p><i>The Problem of the Critique</i></p>	<p>1. <u><i>Critique</i>, Preface and Introduction in “B”</u> (NKS pp. 17-62) = Bvii-xliv, B1-30</p> <p>2. <u>David Hume, <i>Enquiry</i> §4: “Sceptical Doubts concerning Operations of the Understanding”</u></p> <p>3. <u>Descartes, <i>Meditations I &amp; II</i></u></p>	<p>Welcome thread</p>
		<p>4. Gardner, ch. 1-3.</p> <p>5. Allison, ch. 1-2, 4.</p> <p>6. Guyer (ed.), ch. 3.</p>	
<p>Week 2 9 August</p>	<p><i>Space and Time</i></p>	<p>1. <u><i>Critique</i></u> (NKS pp. 65-91) = A19-49/B33-73</p>	<p>Threaded Discussion 1</p>
		<p>1. Gardner, ch. 4-5.</p> <p>2. Allison, ch. 5.</p> <p>3. Guyer (ed.), ch. 4.</p>	
<p>Week 3 16 August</p>	<p><i>Kant’s Conception of Logic and the Task of a Transcendental Deduction</i></p>	<p>1. <u><i>Critique</i></u> (NKS pp. 111-128, 129-140) = A67-95/B102-129, A95-114</p> <p>2. <u><i>Jäsche Logic</i> Introduction, §I (9:11-16)</u></p> <p>3. Gardner, ch. 6, pp. 115-135.</p> <p>4. Allison, ch. 6.</p> <p>5. Guyer (ed.), ch. 5.</p>	<p>Threaded Discussion 2</p> <p>Critical Reading Exercise Assigned</p>

<p>Week 4 23 August</p>	<p><i>The Transcendental Deduction</i></p>	<p>1. <u>Critique. Transcendental Deduction in "B"</u> (NKS pp. 151-175) = B129-169</p> <p>2. <u>Hume, Treatise 1.4.6-7</u></p>	<p>Threaded Discussion 3</p>
		<p>3. Gardner, ch. 6, pp. 135-165.</p> <p>4. Allison, ch. 7.</p> <p>5. Guyer (ed.), ch. 5.</p>	
<p>Week 5 29 August</p>	<p><i>The Transcendental Schematism</i></p>	<p>1. <u>Critique</u> (NKS pp. 180-194) = A137-158/B176-197</p>	<p>Threaded Discussion 4</p> <p>Draft of Critical Reading Exercise for Peer Review Due</p>
		<p>2. Gardner, ch. 6, pp. 165-171.</p> <p>3. Allison, ch. 8.</p>	
<p>Week 6 6 September</p>	<p><i>The Analogies of Experience: Substance and Causation</i></p>	<p>1. <u>Critique</u> (NKS pp. 208-233) = A177-211/B218-256</p>	<p>Threaded Discussion 5</p> <p>Peer Reviews Due</p>
		<p>2. Gardner, ch. 6, pp. 171-176.</p> <p>3. Allison, ch. 9.</p> <p>4. Guyer (ed.), ch. 6.</p>	
<p>Week 7 13 September</p>	<p><i>Phenomena, Noumena and Transcendental Illusion</i></p>	<p>1. <u>Critique</u> (NKS pp. 257-275, 297-307) = A235-260/B294-315, A293-309, B349-366</p>	<p>Final Draft of Critical Reading Exercise Due</p>

		<ol style="list-style-type: none"> <li>2. Gardner, ch. 6, pp. 196-198; ch. 7, 209-214.</li> <li>3. Allison, ch. 3, 11.</li> </ol>	
<p>Week 8 20 September</p>	<p><i>The Transcendental Ideas</i></p>	<ol style="list-style-type: none"> <li>1. <i>Critique</i> (NKS pp. 308-326) = A310-338/B366-396</li> <li>2. Guyer (ed.), ch. 9.</li> </ol>	<p>Threaded Discussion 6</p>
<p>Week 9 27 September</p>	<p><i>The Ideal of Pure Reason and the Regulative Employment of Reason</i></p>	<ol style="list-style-type: none"> <li>1. <i>Critique</i> (NKS pp. 485-495, 532-549) = A567-583/B595-611, A642-668/B670-696.</li> <li>2. Gardner, ch. 7, pp. 221-224, 265-266.</li> <li>3. Allison, ch. 15.</li> <li>4. Guyer (ed.), ch. 11.</li> </ol>	<p>Threaded Discussion 7</p>
<b>BREAK WEEK!</b>			
<p>Week 10 11 October</p>	<p><i>Freedom, Morality and Causation</i></p>	<ol style="list-style-type: none"> <li>1. <i>Critique</i> (NKS pp. 409-415, 467-479) = A444-451/B472-479, A538-558/B566-586.</li> <li>2. Gardner, ch. 7, pp. 257-264.</li> <li>3. Allison, ch. 15.</li> <li>4. Guyer (ed.), ch 10.</li> </ol>	<p>Threaded Discussion 8</p> <p>Final Essay Assigned</p>
<p>Week 11 18 October</p>	<p><i>The Canon and Architectonic of Pure Reason</i></p>	<ol style="list-style-type: none"> <li>1. <i>Critique</i> (NKS pp. 629-665) = A795-851/B823-879.</li> <li>2. Christine Korsgaard, "Morality as Freedom"</li> </ol>	<p>Threaded Discussion 9</p>

		<p>3. Gardner, ch. 9.</p> <p>4. Guyer (ed.), ch. 12-13.</p>	
<p>Week 12 25 October</p>	<p><i>Writing Workshop</i></p>	<p>No new reading.</p>	<p><b><i>Please email me a copy of your paper's introductory (i.e., thesis) paragraph by 4pm Wednesday 23 October.</i></b></p> <p>This is for the writing workshop.</p>
<p>Week 13 1 November</p>	<p><b>NO SEMINAR MEETING</b></p>		<p>Final Essay Due 1 November</p>

Appendix. Code to Learning Outcomes and Discipline Specific Graduate Attributes

Learning outcomes (LO) in Philosophy capstone

- LO 1: Development and consolidation of students' understanding of the nature of the discipline of philosophy.
- LO 2: Development of students' ability to reflect on the distinct nature of philosophical inquiry.
- LO 3: The ability to explain and evaluate a central text in philosophy.
- LO 4: Comprehension of a variety of concepts, theories, and modes of philosophical analysis.
- LO 5: Development of skills in reading, writing, and researching philosophy.

Discipline-specific Graduate Attributes (GA)

- GA 1: Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition.
- GA 2: Ability to evaluate and critically analyse beliefs, ideas, and information using a range of techniques of philosophical reasoning
- GA 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
- GA 4: Ability to present coherent and persuasive arguments
- GA 5: Skills of effective communication
- GA 6: Appreciation of, and respect for, diversity
- GA 7: Respect for ethical practice and social responsibility