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2. Course Details
3. Learning and Teaching Rationale
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5. Course Assessment
6. Attendance/Class Clash
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8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information
# 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr James Phillips</td>
</tr>
<tr>
<td>Room</td>
<td>Morven Brown 322</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 2987</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:j.phillips@unsw.edu.au">j.phillips@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 11 am – 12 noon</td>
</tr>
</tbody>
</table>

# 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course engages with the writings of the twentieth-century German thinker Martin Heidegger (1889-1976). Questions raised by Heidegger and pursued in this course include: the meaning of being and human existence, mortality and temporality, the ontological status of moods and their relationship to the world, the essence of truth, nihilism and the limits of metaphysics. The aim of the course is for students to develop a critical appreciation of the work of this major thinker and his place in the philosophical tradition.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. To familiarise students with the careful reading of philosophical texts</td>
</tr>
<tr>
<td></td>
<td>2. To enhance students’ skills in philosophical analysis, exposition and argument</td>
</tr>
<tr>
<td></td>
<td>3. To complement other courses in European philosophy in the School of Humanities and Languages</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>1. Understanding of the primary concerns and key concepts of Heidegger’s philosophy</td>
</tr>
<tr>
<td></td>
<td>2. Ability to evaluate critically the strengths and weaknesses of existential phenomenology</td>
</tr>
<tr>
<td></td>
<td>3. Enhanced skills associated with philosophical inquiry, including careful reading and interpretation, skills in oral and written critical analysis and argument, and clear written expression</td>
</tr>
<tr>
<td></td>
<td>4. Sufficient knowledge and skills to allow further independent engagement with other key thinkers who have emerged from, and are in dialogue with, Heidegger’s philosophical corpus</td>
</tr>
<tr>
<td>Graduate Attributes</td>
<td>1. Rigorous in analysis, critique and reflection</td>
</tr>
<tr>
<td></td>
<td>2. Capable of effective communication</td>
</tr>
<tr>
<td></td>
<td>3. Capable of life-long learning</td>
</tr>
<tr>
<td></td>
<td>4. Culturally aware and capable of respecting diversity and acting in socially just/responsible ways</td>
</tr>
</tbody>
</table>
3. **Learning and Teaching Rationale**

The course is structured around weekly readings and seminars. Each three-hour seminar will alternate between lecture and open discussion. Students are encouraged to determine the direction of the seminar by raising points connected to the readings for the week. Preparation by reading the set texts is crucial for successful participation in the course. A philosophical text rarely gives up its insights on the first reading: patience and reflection are needed for the encounter with the history of philosophy. As the fame of a philosophical text by no means converts into a transparent intelligibility for the culture in which it is famous, we must learn to suspend our preconceptions and prejudices in our efforts to understand a work from the past. Debating the sense of a work with other readers is a valuable means to testing the limitations and advantages of our different points of view. By learning to be critical of ourselves we learn also how to be critical of the tradition in which we find ourselves.

4. **Teaching Strategies**

The course will run as one three-hour seminar per week and will be held in Morven Brown G3 on Mondays 9 am – 12 noon. Students are advised to read the set texts for the week before coming to class, including week 1. There are no separate tutorials and no class in week 13 of semester.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic essay 1</td>
<td>2000 words</td>
<td>30%</td>
<td>1, 2, 3</td>
<td>1, 2, 4</td>
<td>4 April</td>
</tr>
<tr>
<td>Academic essay 2</td>
<td>2500 words</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 4</td>
<td>6 June</td>
</tr>
<tr>
<td>Weekly questions/comments on the readings</td>
<td>50-100 words/week</td>
<td>10%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 4</td>
<td>6 June</td>
</tr>
</tbody>
</table>

**Essay 1 – 30%**

Due: Friday of week 5, 4 April

As the first essay in a third-year course on a difficult thinker, this assignment task is designed to gauge students’ ability to find their footing in the philosophical analysis of a primary text: individual critical reflection and argumentative reasoning are the priority here. In accordance with the FASS assessment tool, students should be prepared to devote at least 25 hours to the completion of this task.

In an academic essay of no more than 2,000 words, address one of the following topics:

1) To what extent do you believe that Heidegger’s philosophy is compromised by his involvement in Nazism? Support your position with relevant quotations from his writings.
2) Why does Heidegger call the human the uncanniest of all beings in *Introduction to Metaphysics*?
3) What does Heidegger expect from an analysis of Dasein for an inquiry into the meaning of Being? Are his expectations reasonable?
4) What is Heidegger’s philosophical interest in death?

**Essay 2 – 60%**

Due: Friday of week 13, 6 June
This essay is more heavily weighted since students will be expected to demonstrate that they have researched their chosen topic extensively. In accordance with the FASS assessment tool, students should be prepared to devote 50 hours to the completion of this task. Students must not only refer to the secondary literature but also engage with it critically by pointing out the weaknesses of a given commentator’s position, setting it in context and/or spelling out its implications.

In an academic essay of no more than 2,500 words, address one of the following topics:
1) Expound and analyse Heidegger's treatment of existential temporality.
2) Discuss and evaluate Heidegger's reading of Kant's critique of the ontological proof of the existence of God.
3) What is Heidegger's argument in the essay “On the Essence of Truth”? What follows from this argument for our conventional understanding of truth as correspondence?
4) Heidegger’s thinking revolves around the question of being human and yet he is wary of the term "humanism". Discuss and evaluate his reservations.
5) Discuss and evaluate Heidegger's conception of nihilism.
6) Choose one of the four commentaries that we have read during the course (Carnap, Deleuze, Derrida and Nancy) and write an appraisal of its strengths and weaknesses as an interpretation of Heidegger.

Students are encouraged to devise their own essay topics, since self-directed research as an undergraduate is an excellent way to prepare for postgraduate study. Please consult the course convenor for approval of your chosen topic.

Assessment Rubric/Essay Standards

<table>
<thead>
<tr>
<th></th>
<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition of issues</td>
<td>Conveys in a coherent manner a clear and profound comprehension of the issues.</td>
<td>Conveys in a coherent manner a clear comprehension of the issues.</td>
<td>Conveys in a coherent manner a comprehension of the issues.</td>
<td>Conveys a comprehension of the issues.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Exhibits skills associated with the philosophical analysis of texts, offering innovative and insightful interpretations.</td>
<td>Exhibits skills associated with the philosophical analysis of texts, showing independence of thought.</td>
<td>Exhibits some skills associated with the philosophical analysis of texts.</td>
<td>Exhibits some reflection on the issues covered.</td>
</tr>
<tr>
<td>Disciplinary conventions</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the academic essay in philosophy, including organisation, content,</td>
<td>Demonstrates consistent use of important conventions particular to the academic essay in philosophy, including organisation, content, presentation, referencing, formatting and</td>
<td>Follows expectations appropriate to philosophy and the academic essay for basic organisation, content, and presentation.</td>
<td>Attempts to use a consistent system for basic organisation and presentation.</td>
</tr>
</tbody>
</table>
presentati\n\n Referencing, formatting and stylistic choices.

 Citations and quotations

<table>
<thead>
<tr>
<th>Demonstrates critically reflective use of relevant sources to advance argument.</th>
<th>Demonstrates reflective use of relevant sources to support position.</th>
<th>Demonstrates an attempt to use relevant sources to support position.</th>
<th>Demonstrates an attempt to use sources to support ideas in the essay.</th>
</tr>
</thead>
</table>

Syntax, punctuation and vocabulary

<table>
<thead>
<tr>
<th>Uses graceful language that communicates meaning with clarity and fluency and is virtually error-free.</th>
<th>Uses straightforward language that generally conveys meaning to readers. The language in the essay has few errors.</th>
<th>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</th>
<th>Uses language that sometimes impedes meaning because of errors in usage.</th>
</tr>
</thead>
</table>

Weekly Questions/Comments – 10%

All students are expected to write before each week’s class a question/comment on the set reading. The questions will be read aloud in class and will guide the seminar discussions by providing the group with a set of perspectives and problems occasioned by the reading. Each week’s question/comment should not exceed 100 words and should demonstrate an engagement with the reading. The task does not involve writing a summary of the reading. Showing that you have done the reading is not necessarily the same as showing that you have understood it. If you can say what it is about a text that you find confusing, you will be demonstrating your engagement with it.

In week 13 each student should also send all his or her questions in a single e-mail to the lecturer, at which time the lecturer will review the questions and assign a grade. Without a copy of the questions no grade can be awarded. If you are unsure of what is expected for this task, please feel free to e-mail the convenor with your questions/comments early in the semester. This is an opportunity to obtain feedback on your progress in the course from week 1.

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.

Assignment Extensions

A student may apply to the convenor for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances that 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.

Assessment Extension forms are available at the School Office, Level 2, Morven Brown Building and online at: http://www.arts.unsw.edu.au/current-students/undergraduate/forms/

Grades

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

Assignments are to be submitted electronically through Moodle, using the Turnitin feature. The School assignment coversheet, which is to be included with each assignment, 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.

### Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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

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

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/](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) even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

### 8. Course Schedule

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>“What is Metaphysics?”, trans. David Farrell Krell</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
### 12 May

Off the Beaten Track, eds. Julian Young and Kenneth Haynes (Cambridge: Cambridge University Press, 2002), 242-81. See CR.


### 19 May


### 26 May


### 9. Course Resources

#### Textbook Details

There are two required texts for the course.

The first is the ARTS3374 Course Reader.


Both are available from the UNSW Bookshop.

#### Journals


The database The Philosopher’s Index is an excellent resource for locating articles as well as books on a specific topic and author.

#### Additional Readings

Among the many volumes on Heidegger in the UNSW library the following are especially recommended for further reading:


**Websites**

Some websites that focus on Heidegger are:
http://www.beyng.com/
http://www.freewebs.com/m3smg2/
http://www.heideggercircle.org/

### 10. 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.

### 11. 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

### 12. 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](https://my.unsw.edu.au/student/atoz/Complaints.html)

### 13. Other Information

#### myUNSW

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)
- [https://my.unsw.edu.au/student/atoz/ABC.html](https://my.unsw.edu.au/student/atoz/ABC.html)

#### OHS

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/](http://www.ohs.unsw.edu.au/)

#### Special Consideration

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](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

#### Student Equity and Disabilities Unit

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](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.