Course Outline (Higher Education)

School: School of Arts
Course Title: KNOWLEDGE AND REALITY: MODERN PHILOSOPHY FROM DESCARTES TO KANT
Course ID: BAPHL2002
Credit Points: 15.00
Prerequisite(s): (SOSCI1002 or BAKIP1001 or PHILO1002)
Co-requisite(s): Nil
Exclusion(s): BAPHL3002
ASCED Code: 091701

Description of the Course:

In the wake of the scientific revolution of the seventeenth century, philosophers in the modern period worked intensively on knowledge and scepticism. They examined the nature of thought and its ability to represent reality, to give us knowledge of the world, and knowledge of ourselves. As well as representing the world we also act in it, and these philosophers also examined the nature of agency, motivation, choice, and the explanation of action. All contemporary traditions in western philosophy have been shaped by these discussions. In this course we engage with a range of modern philosophers on issues of knowledge and reality. We also trace connections between their arguments and those of present day philosophers. It turns out that many of our present day debates over, for example, the fundamental character of physical reality, the roles of reason, experience, and emotion in knowledge, and the nature of mind, were anticipated and discussed by these thinkers.

Grade Scheme: Graded (HD, D, C, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td>Introductory</td>
<td>5 6 7 8 9 10</td>
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<tr>
<td>Intermediate</td>
<td></td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Demonstrate the capacity to restate and evaluate the views of modern philosophers.
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K2. Explain, differentiate, and classify modern views on at least three of the following philosophical issues: mind-body dualism, external world scepticism, the nature of perceptual knowledge, the role of ideas in thought and knowledge, the nature of causation and necessity, the character of physical reality, and the question of freedom and determinism.

Skills:

S1. Analyse and interpret written texts (original and translated) from a variety of European cultures in the modern period in order to clarify their structure and express their main arguments and conclusions.

S2. Examine and evaluate the arguments and conclusions of early modern philosophers, with some reference to the contemporary significance of those arguments and conclusions.

S3. Prepare, refine, and express written arguments concerning the correct interpretation of modern philosophical texts, following disciplinary norms for the construction of such arguments.

S4. Present oral opinions on philosophical and interpretative questions arising from engagement with modern philosophical texts.

Application of knowledge and skills:

A1. Recognise and reflect on the relations between different philosophical positions and traditions and their historical and philosophical contexts.

A2. Articulate and justify a philosophical position in a clear and well-structured manner in verbal or written form, demonstrating understanding of the conventions and techniques of philosophical scholarship.

Course Content:

Students in this course will engage with the work of modern philosophers.

Topics may include:

- René Descartes
- Princess Elizabeth of Bohemia
- Margaret Cavendish
- John Locke
- George Berkeley
- Gottfried Leibniz
- Baruch Spinoza
- David Hume
- Thomas Reid
- Immanuel Kant.

Values:

V1. Develop the capacity to see philosophical problems within their historical contexts

V2. Recognise and respect the variety of perspectives on and critical approaches to philosophical positions

V3. Challenge commonly held views about the human self or subject, knowledge and knowing

V4. Develop an awareness of the continuing relevance of Modern philosophy to debates in modern Western culture

V5. Respect the procedures of disciplined philosophical argumentation.

Graduate Attributes:
FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

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<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students develop their understanding of how concepts regarding reality and knowledge are informed by philosophical theories, and are constructed, contested, and articulated in different contexts</td>
<td>High</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students refine their attitudes of inquiry into the constructions of knowledge and reality, and develop their abilities to critically interrogate texts and arguments</td>
<td>High</td>
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<tr>
<td>Capable, flexible and work ready</td>
<td>Students refine communication and skills and their critical awareness regarding knowledge construction. They practise critical and creative reading and thinking skills transferable to a range of study, employment and personal contexts</td>
<td>Medium</td>
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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students reflect on and gain respect for differing conceptual and epistemological frameworks and their implications for societal norms regarding knowledge and truth claims</td>
<td>Low</td>
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Learning Task and Assessment:

<table>
<thead>
<tr>
<th>Learning Outcomes Assessed</th>
<th>Learning Tasks</th>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1, K2, S1, S3, A1, A2</td>
<td>Demonstrate critical understanding of key concepts, arguments, and texts</td>
<td>Comprehension exercise</td>
<td>30-40%</td>
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<tr>
<td>K1, K2, S1, S2, S3, A1, A2</td>
<td>Analyse, research and present an argument. Develop and defend a position on a contested philosophical topic by marshalling support, comparing competing viewpoints, and drawing conclusions</td>
<td>Argumentative essay</td>
<td>40-50%</td>
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<tr>
<td>K1, S1, S2, S4, A1, A2</td>
<td>Make contributions to course activities and discussion. Discuss course texts and ideas in a clear and coherent manner. Deliver an oral presentation on a course topic selected in consultation with the course coordinator. Engage respectfully with other students</td>
<td>Participation, contribution, and oral presentation</td>
<td>20-30%</td>
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Adopted Reference Style:

Chicago