

Philosophy 2011



*Discipline of Philosophy
School of Humanities
University of Adelaide*

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1. Welcome To Philosophy!

Despite some differences, members of the Philosophy Discipline have a recognizable common view of the aim of Philosophy. Broadly, we all seek a rationally defensible picture of the world and our place within it. Our two main areas of research strength are ethics and empirically-informed philosophy of mind, with additional strengths in logic and aesthetics.

Philosophy staff are located on Level 7 of the Napier Building. The *School Office* is Napier 722 and is open Monday to Friday, 9am-5pm.

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Philosophy - What is it?

For the Greeks "Philosophy" meant "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.

Philosophy begins with questions like:

- What is the nature of the world in which I find myself?
- How do I live a good and meaningful life?

These are questions *everybody* asks themselves sooner or later. To address them we need to break the problem down into more digestible pieces:

- What is the nature of the mind? (Phil 1102)
- How do human beings represent the world? (Phil 1102)
- How do I decide which actions are right or wrong? (Phil 1103)
- What is justice, and is it possible to create a just society? (Phil 1103)
- Do I really have free will, or are my actions pre-determined? (Phil 1102)
- What are good and bad arguments? (Phil 1101)
- What is logic and reasoning? (Phil 1101, Phil 1110)

Such questions are interesting because there are seemingly contradictory answers which, nonetheless, each can be supported by plausible arguments.

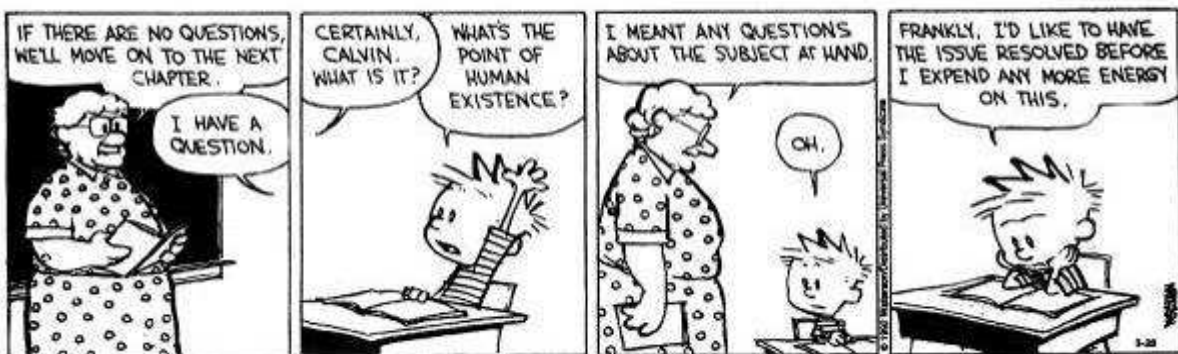
Philosophy - Why do it?

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.

Finally, employers are increasingly aware that Philosophy equips people to think critically. Philosophy graduates are in demand in business, government and the media. Studying Philosophy is also a route into secondary school teaching, now that Philosophy has been introduced as a secondary school subject.

Calvin and Hobbes



Language Proficiency

Students for whom English is a second 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.

2. Level I Courses

Philosophy offers four Level I courses, each of which has two hours of lectures, and a one-hour tutorial per week. Tutorials begin in the second week of the semester. Course materials are available at <https://myuni.adelaide.edu.au/> .

Semester One

PHIL 1101 Argument and Critical Thinking

Coordinator: Dr Jenny McMahon

Venue & Times: Monday @ 1pm, Johnson Labs G29 (repeat @ 5pm)
Thursday @ 1pm, Johnson Labs G29 (repeat @ 5pm)

Argument is an activity we all engage in, with varying results, in every walk of life. Over the last two millennia philosophers have developed powerful methods for classifying arguments, and identifying common errors in reasoning. Argument and Critical Thinking teaches these methods and applies them to real-life arguments, both written and spoken. It is thus an introduction to communication and applied logic. Among the topics we cover are the theory of legal argument, and the science-pseudoscience debate, which gives us a chance to discuss UFOs, parapsychology, Bigfoot, the Bermuda Triangle and alien abductions!

Assessment: Two essays (500 & 1000 word) 50%, open-book exam 50%

Textbook: Schick, T & Vaughan, L, *How to Think About Weird Things*.

PHIL 1102 Mind and World

Coordinator: Dr Jon Opie

Venue & Times: Tuesday @ 2pm, Mawson Labs G19
Wednesday @ 10am, Mawson Labs G19

Being human is special. Humans are highly intelligent, language-using organisms, who are capable of building complex systems of knowledge, conscious of themselves and their world, and able to freely choose a path through life. So far as we know this combination of abilities is uniquely human. But each is somewhat puzzling. How can we be free if every event is determined by what comes before it? How can words and symbols, which are mere scribbles (or noises), have meanings? And how do organisms with bodies made of physical materials get to be conscious knowers? Philosophers have thought long and hard about these questions. Mind and World is an introduction to some of the answers they've discovered.

Assessment: Two essays (500 & 1250) 60%, exam 40%

Textbook: A book of readings will be available for purchase.

Semester Two

PHIL 1103 Morality, Society and the Individual

Coordinator: Professor Garrett Cullity
Venue & Times: Tuesday @ 4pm, Johnson Labs G29
Thursday @ 4pm, Napier 102

Morality plays a part in everyone's life. But what exactly is it, and why is it important? In the first half of the course, we consider the nature and origins of morality. We ask: Does morality depend on religion? Can there be any objective basis for morality? Or are moral rightness and wrongness relative to each individual? The second half of the course then examines various attempts to explain the substance of morality. We will look at the main ideas philosophers have had about what ultimately makes our actions right or wrong, and ask how successful they are.

Assessment: Short essay 10%, 1400-1800 word essay 40%, exam 40%, tutorial participation 10%

Textbook: A book of readings will be available for purchase.

PHIL 1110 Logic I: Beginning Logic

Coordinator: Dr Jon Opie
Venue & Times: Monday & Wednesday @ 4pm, Bragg Labs G14

Logic is fundamental to the way we think, both in everyday life and in professional contexts. Whether an argument is good or bad depends upon its logical structure. Logic I teaches the basics of formal logic, using symbolic methods to represent the logical form of statements, and assess the validity of arguments. The course will give you insight into the logical function of statements and arguments, and increase the clarity of your own reasoning and thinking. No previous experience with symbolic techniques or mathematics is assumed. There are no prerequisites, but many students find that Argument and Critical Thinking is a useful preliminary.

Assessment: Two in-class tests and a 2 hour open-book exam.

Textbook: Girle, *R, Introduction to Logic*, 6th Edition.

3. Advanced Level Courses

For lecture venues and times see our online timetable at:

<http://www.hss.adelaide.edu.au/philosophy/resources/tt/>

PHIL 2029 Beauty: Its Pleasures and Principles

Semester 2

Coordinator: Dr Jenny McMahon

This course introduces students to the central concepts and themes of philosophical aesthetics such as beauty, the sublime, disinterested pleasure, aesthetic judgment, aesthetic form, aesthetic ideas, the ugly, imagination and style. We will study the origin of these notions in a variety of historical/intellectual contexts through the writings of Plato, Hume, Kant, Hegel and Nietzsche. This will take up the first half of the course. The second half of the course will involve the application of these concepts to contemporary culture through the writings of more recent philosophers. We will assess the potency and relevance of these concepts and themes for understanding the way value and meaning are conveyed through popular art forms like television soap operas but also more challenging art works, including novels, visual art and film. The course will culminate in an analysis of the relation between the narrative of a film and its artistry. This will involve a study of film theory that draws upon research on perception and the emotions in order to understand the way films can be constructed to elicit complex emotions such as those associated with experiences of beauty and the sublime.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2030 Minds Brains & Computers

Not Offered in 2011

Coordinator: Dr Andrew Gleeson

This course provides an introduction to the philosophical foundations of Cognitive Science, a relatively new inter-disciplinary field of study that embraces aspects of philosophy, psychology, computer science and neuroscience. Topics to be discussed include: the computer as a model of the mind; classical (digital) and connectionist (analog) computational theories of cognition; the science and philosophy of perception; psychopathology, including delusions and schizophrenia; and the role of the emotions in cognition.

Prerequisites: 12 units Level I Humanities and Social Sciences (including 3 units Philosophy), or 12 units Psychology, Computer Science or Mathematics.

PHIL 2031 Crime and Punishment

Semester 1

Coordinator: Dr Denise Gamble

Crime and Punishment is an introduction to the philosophy of criminal law. The course critically engages with philosophical ideas and principles that have shaped liberal legal theory. We consider the nature and scope of law, the role of the community in sentencing, and the justification of punishment. A special focus will be areas where liberal theory encounters controversy, e.g., pornography (free speech conflicts with harm to women), the criminalization of drugs (moralism conflicts with autonomy). The course would suit law students interested in the foundations of their discipline, and anyone with an interest in legal or moral theory.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2032 Evolution, Ethics and the Meaning of Life

Not Offered in 2011

Coordinator: Professor Gerard O'Brien

What bearing does the fact of our evolution have on our understanding of ourselves? This course will explore this general question by considering the impact of biology on the development of human nature. In doing so it will confront the highly contentious debate between evolutionary psychologists (the new sociobiologists) and social theorists about the respective roles of genes and culture in making us the way we are. The general aim of the course will be to consider whether there is a biological nature that can form the foundation of a naturalised approach to ethics, values and even the meaningfulness of life.

Prerequisites: 12 units Level I Humanities and Social Sciences (including 3 units Philosophy); or 12 units Biological Sciences.

PHIL 2034 Existentialism

Not Offered in 2011

Coordinator: Dr Jordi Fernandez

The most distinctive focus of existentialism, at least in its popular representations, is the nature and meaning of human existence. Existentialist philosophers raise anew the question of the meaning of existence because they find traditional (primarily, but not exclusively, Christian) answers to it inadequate. Any conception of the nature and meaning of human existence has implications for a number of more specific questions, such as the nature of the self, the relation with others, and ethical ideals such as altruism and self-creation. The course will focus on two prominent existentialist philosophers: Friedrich Nietzsche and Jean-Paul Sartre. Both philosophers attempt to address the question of the meaning of life. The central concern of Nietzsche's philosophy is nihilism and the conditions of its overcoming. The main problem of Sartre's philosophy is the absurdity of existence and its practical implications.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2035 Foundations of Modern Philosophy

Semester 1

Coordinator: Dr Jordi Fernandez

All traditions in western philosophy are shaped by a series of challenges which occupied philosophers from about the seventeenth century. Philosophers in this modern period tried to come to grips with the consequences of an emerging scientific approach for our understanding of the world and our place in it. Ethics, political philosophy, the theory of knowledge, philosophy of language, philosophy of religion, metaphysics and the philosophy of mind would never be the same again. In this course we look at the work of philosophers such as Rene Descartes, John Locke, George Berkeley, David Hume, G.W. Leibniz and Immanuel Kant on these themes, with particular emphasis on tracing connections between their arguments and those of present day philosophers. It turns out that many of our present day conundrums over, for example, the nature of political obligation, the role of experience in gaining knowledge of the world, the nature of the mind and our knowledge of ourselves, were anticipated and discussed by these thinkers.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2036 How Should I Live?

Semester 2

Coordinator: Dr. Andrew Gleeson

For each of us, the question of how we should live is inescapable. How should we answer this question, and how should we justify our answer? This course investigates the range of answers offered by contemporary ethical philosophers. A variety of normative ethical theories - theories telling us how to live - will be examined, including forms of consequentialism, contractualism, contemporary Kantian and Aristotelian views. We will also be looking at meta-ethical theories that try to explain what ethical thought is, and in particular at the issue of whether there can be objective ethical facts.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2037 Justice and Power*Not Offered in 2011**Coordinator:* Assoc. Professor Philip Gerrans

What makes a state just? The distribution of resources and opportunities within it? The way the state exercises power over individual groups who make up the society? The level of the average or overall welfare of the citizens? Legal equality? The ability of individuals to determine their own life course? Perhaps justice is not a political issue at all, but something which should be left to individuals to pursue privately within a very 'minimal' state. Different conceptions of justice have very different implications for the way people live and the way we evaluate government policies. In the last few decades philosophers have started to re-examine these issues in a very fundamental way, returning to some founding themes of modern Political Philosophy such as exploitation, inequality and entitlement. We will examine the arguments and their consequences for a diverse range of issues from constitutionally guaranteed human rights to economic exploitation and social injustice, both within and between nations.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2038 Logic II**Semester 2***Coordinator:* Dr Jon Opie

Logic II is a course in symbolic logic which builds on the material presented in Logic I. The content of the course is primarily formal in nature. It begins by treating Classical Logic in greater depth and with a more formal emphasis than in Logic I: in particular, by introducing proof theory for propositional and quantifier logics. We then move on to Non-Classical Logics, including modal logic and possible-world semantics, and many-valued logics. There is also some discussion of philosophical issues arising from the logics studied, in particular, the semantic paradoxes. Entry into Logic II is either via Logic I, or via a first-year course with substantial formal content and a component of logic (such as Mathematics I or Computer Science I).

Prerequisites: 12 units Level I courses in any faculty including at least one of PHIL 1110, MATHS 1011, MATHS 1012, COMP SCI 1008, COMP SCI 1009

PHIL 2039 Mental Representation, Consciousness and Self**Semester 1***Coordinator:* Dr. Jordi Fernandez

In spite of the huge advances made in other areas of natural science, much about the human mind remains mysterious. In particular, there are three outstanding problems concerning the mind and its relationship to the world: How does the mind construct mental representations, and in doing so impose meaning on a material universe? What is the nature of consciousness and how can it be explained naturalistically? What is the nature of self and how is it constructed by the human brain? This course will examine each of these questions, and survey the most promising answers developed by contemporary philosophers of mind.

Prerequisites: 12 units Level I Humanities and Social Sciences (including 3 units in Philosophy), or *Phil 2030 Cognitive Science: Minds, Brains & Computers*.

PHIL 2040 Metaphysics: Identity, Time and Freedom**Semester 2***Coordinator:* Dr. Jordi Fernandez

Metaphysics is the branch of philosophy that asks the most general questions about the nature of reality. It deals with the nature of what there is, abstracting away from the particular details of goings on in our world, in an attempt to uncover the underlying structure of fundamental classification and of reality. Traditionally, metaphysics has been concerned with issues such as the identity of objects through time, the existence of abstract entities such as properties, the freedom of the will, the existence of God, the reality of time and the nature of causation. In this course, we will approach some of these issues by examining several discussions of them in contemporary analytic philosophy. Most of the readings we will refer to are therefore by contemporary philosophers even though, occasionally, we will look at discussions of metaphysical issues in ancient philosophy and modern philosophy.

Prerequisites: 12 units Level I Humanities/Social Sciences, including 3 units in Philosophy

PHIL 2042 Moral Problems**Semester 1***Coordinator:* Dr Andrew Gleeson

Living in the modern world means having to engage with many complex moral questions, not only in our personal lives but also when thinking about public policy. Moral Problems considers a range of current ethical controversies, including questions of life and death (abortion, infanticide, euthanasia, stem cell research, cloning), our obligations to animals and the environment, and issues of justice (war, poverty, the rights of indigenous peoples, the justifiability of torture). The course will provide the tools to identify and understand the main ethical issues in these topics, and to explore, develop and properly defend your own moral views.

Prerequisites: 12 units Level I in any Faculty

PHIL 2044 Philosophy of Religion*Not Offered in 2011**Coordinator:* Dr Andrew Gleeson

This course examines a range of philosophical questions concerning the nature and justification of religious commitment, including the following: What is faith? Might faith allow belief in God even if reason rules against it? Does religious experience provide good grounds for believing in God? How is religious discourse related to discourse of other kinds? Does recent research on the history of the physical universe indicate the existence of a designer? Do pain, suffering and injustice show that there could not be a good God? Does Buddhism (an exposition of which will be given) offer a plausible account of existence and a suitable path for us to embark on? Might there be One True Religion, with the others deeply mistaken, or rather might there be more than one path to salvation or enlightenment?

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2045 Philosophy of Science*Not Offered in 2011**Coordinator:* Mr Greg O'Hair

Science has a significant impact on the kind of society we live in. For this reason it is vitally important to have a clear appreciation of the nature of scientific activity. This course will examine some central issues in the contemporary Philosophy of science, including: the objectivity of science, the nature of scientific method, the status of scientific knowledge, and the character of scientific explanation.

Prerequisites: 12 units Level I Humanities and Social Sciences (including 3 units of Philosophy), or 12 units in Sciences, ECMS or Health Sciences.

PHIL 2046 Professional Ethics**Semester 2***Coordinator:* Dr Denise Gamble

It is essential for professionals in any field to have an understanding of the ethical problems and principles in their field. But anyone, no matter what their job, must deal with many other professions as well. Part of professional ethics is the understanding of the ethics of other professions: how they interact and what can be expected from them as correct ethical behaviour. In turn, any professional will benefit from a critical scrutiny of their own ethics by those from other professions. The general principles of professional ethics will be examined, as well as the distinctive problems of the different fields. The course is taught in six modules of four lectures and two tutorials each, covering the ethics of several major professions: Business Ethics, Media Ethics, Police Ethics, Medical Ethics, Legal Ethics, and Research Ethics. Topics covered will also include: the nature of a profession, professional codes of ethics, confidentiality, whistle-blowing, the responsibility of business to the environment, uses and abuses of human research, and animal ethics in research.

Prerequisites: 12 units Level I in any Faculty

PHIL 2047 Reality and Knowledge*Not Offered in 2011**Coordinator:* Dr Jordi Fernandez

Metaphysics is the attempt to understand in the most abstract and systematic way the nature of reality. It deals with the fundamental concepts like the self and personal identity, causation, the mind and the nature of time and space. Epistemology is the study of knowledge. The two subjects influence each other when we come to consider the nature of truth and explanation. In this course students will be introduced to some of the central questions in epistemology and metaphysics in both their traditional forms. We may discuss questions like 'Are you the same person as the child born to your parents?' and 'Is time an illusion?'

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

PHIL 2048 Philosophy and Film*Not Offered in 2011**Coordinator:* Dr Denise Gamble

This course is concerned with films in general. It will examine conceptions of and problems related to film as a cognitive or aesthetic medium. An important focus will be on the necessity of attaining conceptual clarity and rigor in answer to questions like What is film? Is film an art? How does film art relate to other forms of art? What aesthetic features are unique to the film medium? How does film communicate thought or engage us emotionally? The course will not be primarily a course of "philosophy in or as film", nor a course in "film studies". In distinction to much film theory, the specific aim of the present course is to develop ways of thinking about film informed by and related to insights and arguments from analytical and cognitive philosophy. Important aspects of film as an artistic medium will be explored. Some time will be spent discussing particular issues in relation to: (1) the nature of film; (2) film and authorship; (3) film and emotional engagement; and (4) film as a source of knowledge or insight.

Prerequisites: 12 units Level I in any Faculty

Phil 2049 Logic, Truth and Reason

Not Offered in 2011

Coordinator: Dr Jon Opie/Dr Jennie Louise

Logic is fundamental to philosophy, computer science and mathematics. But is it a good model of the way humans think and reason? Are there types of reasoning which can't be captured in a formal system? Logic, Truth and Reason investigates such questions by exploring the philosophy of logic and cognitive science. We'll consider whether conditionals are truth-functional, whether possible worlds semantics adequately captures modal concepts such as possibility and belief, and how to deal with various kinds of logically "tricky" statements (e.g., "This sentence is false"). We'll also explore the relationship between formal logic and reasoning, considering whether logic describes the way humans actually think, and what it tells us (if anything) about the mechanisms of thought.

The course does not make any use of symbols, and does not require familiarity with formal logic. However, Logic I is a useful preliminary.

Prerequisites: 12 units in any Faculty including either *Phil 1110 Logic I* or *Phil 1101 Argument and Critical Thinking*, or permission of the Course Coordinator.

PHIL 2051 But Is It Art? A Philosophical Investigation

Not Offered in 2011

Coordinator: Dr Jenny McMahon

The nature of art is a topic that arouses considerable passion and debate. Everyone has an opinion, as revealed by the often repeated exclamation, "I don't know anything about art, but I know what I like!" But this saying raises more questions than it answers. After all, why do we assume that knowing what we like will have any bearing on the question of art? This course will be structured around two different but related questions. First: How do we know when something is art? This is a tough question because for any definition of art currently on offer there seem to be examples that reveal the definition as either too narrow or too broad. Second: On what basis does the term "art" have any meaning at all. What kind of thing is it meant to pick out? In addressing the first question, we'll examine the historical development of theories of art. In addressing the second, we'll consider a number of topical problems about art: authenticity and censorship, creativity or plagiarism, reproductions or multiple instances, artistic intention and indiscernibles (when is a pile of dirt not just a pile of dirt?), and the relation between Art and children's art.

Prerequisites: 12 units Level I H&SS including 3 units of Philosophy.

Philosophy Contact: Dr Denise Gamble

This course aims to develop students' awareness of the ethical and social challenges in the health sciences. It is suitable for health science, science, and humanities and social science students. Topic areas may include ethical analysis of the following: research practice; reproduction and reproductive technologies; genetics; animal and human experimentation; death and dying. The focus on these topical issues in modern science will be underpinned by an introduction to the philosophy of science and methods in bioethics.

Please note: This is a cross-listed course towards which Philosophy makes a contribution. You can take one cross-listed course as part of a philosophy major.

BOUND & GAGGED/Dana Summers



4. Further Study

After majoring in Philosophy you can go on to an Honours degree, and beyond that an MPhil or PhD by research.

Honours Philosophy

Honours Philosophy consists of a year of intensive studies at the end of your ordinary degree. To qualify you need a major in Philosophy.

The honours program consists of three semester length courses and a thesis. At least one honours course must be in metaphysics/epistemology, and at least one in moral/social Philosophy, so it is a good idea to include at least one course from each of these areas at advanced level. Our program is organized jointly with Flinders University and some courses will be offered there.

Prospective Honours students should consult with the Honours Coordinator by mid-December of the year immediately preceding their Honours year:

Professor Garrett Cullity
 Phone: 8303 6375, Napier 711
garrett.cullity@adelaide.edu.au

Philosophy also offers specialist Honours programs in *Logic* and *Cognitive Science*. Entry requirements differ from those specified above. For further information contact the Honours Coordinator.

Postgraduate Study

Philosophy offers both the MPhil and PhD by research. These awards are intended for students who have already completed a substantial amount of Philosophy at undergraduate level, normally to Honours level, although there is a fast track into MPhil straight from undergraduate studies for those with a Distinction grade-point-average across their philosophy major. MPhil and PhD may be undertaken on a full-time or part-time basis.

Information about admission to Postgraduate Programs can be obtained from the Faculty Web-Site:

<http://www.hss.adelaide.edu.au/pg/>

Details of the Philosophy Postgraduate program are set out in our Postgraduate Handbook, available from the Postgraduate Coordinator and on the Philosophy home page. Further inquiries to Philosophy Post-graduate Coordinator:

Dr Denise Gamble
Phone: 8303 52302, Napier 704
denise.gamble@adelaide.edu.au

5. Study Guide

Lectures and Tutorials

Lecture aims vary. They may be 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.** They are taken to help you absorb the lecture material.
- **Record your doubts, objections, concerns.** Raise them with the lecturer during the lecture or bring them to tutorials for discussion.

Tutorials

Tutorials will be based on topics in the preceding week's lectures. It is important that you read the tutorial material *prior to the commencement of the tutorial*. While reading, think about tutorial questions, and rough out some preliminary answers. Bring these along to the tutorial for your own reference.

Tutorials provide a chance to learn from fellow students and they from you. So please make an effort to properly prepare before the tutorial.

Part of the skill in tutorial preparation (and essay writing/exam preparation) is effective reading. 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.
- **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.

Assessment & Penalties

In order to encourage participation in tutorials, Philosophy operates a tutorial non-attendance penalty scheme in most courses. In all first-year courses, attendance at fewer than 8 tutorials (of the 11 available in the semester) incurs a penalty of 3 marks for each tutorial missed up to a maximum of nine marks.

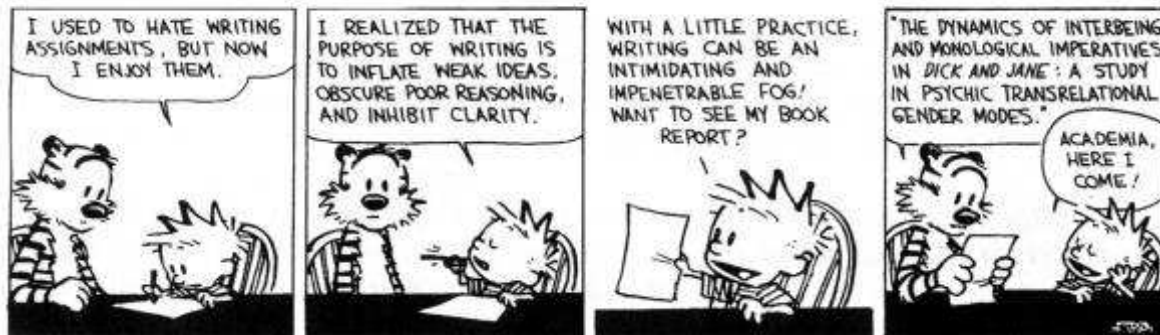
The same tutorial non-attendance penalty scheme operates in advanced-level courses, unless otherwise notified in the course guide.

Should you miss your own tutorial in any week, you may attend another of the scheduled tutorials in that same week. In such cases, ask the tutor in question to sign a tutorial attendance slip (copies can be found on the shelving opposite Napier 612) and return this to your own tutor the following week. Failure to attend a tutorial may be excused on medical or compassionate grounds.

Changing Tutorials

This should be done through the online enrolment system. If you are experiencing problems with this, you should contact the staff in the Humanities and Social Sciences Faculty office (Napier building, ground floor).

Calvin and Hobbes



Essays and Exams

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

How We Assess Essays

Your written work will be assessed on two main grounds:

- *Your knowledge of texts and lectures.* We prefer intensive knowledge: a detailed discussion of a few arguments is preferable to a synopsis of a large number of views.
- *Your skill in developing and criticizing arguments.* This is not a demand for originality. We want to see how well you handle philosophical arguments. You can show us by presenting positions clearly, in your own words, indicating possible objections and replies.

Writing An Essay

There are many ways to write a Philosophy essay, but the following suggestions are good general advice.

- **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.

Citations

Any work you submit must acknowledge dependence, either direct or indirect, on source material. That is, you must cite the source of an idea or a quotation.

For *indirect dependence* (where there is reliance on an idea or argument in a source text) you can use the following form of acknowledgment:

The naive inductivist makes three assertions: science begins with observation; observation is a secure foundation for scientific knowledge; and scientific knowledge is derived from observation statements by inductive inference. (Chalmers 1982, pp.1-12)

For *direct dependence* (quotation of source material) you can adopt the following conventions. If the quotation is relatively short, surround the material in quotation marks and acknowledge:

At one point Kuhn points out that there are certain similarities between his position and the view defended by Karl Popper. Kuhn claims that they both “reject the view that science progresses by accretion” (Kuhn 1970, pp.1-2).

If the quotation is longer than three lines, indent the quoted material without using quotation marks and acknowledge:

Aristotle identifies the conditions for pity in both the object of pity and in the perceiver:

Let us now consider Pity, asking ourselves what things excite pity, and for what persons, and in what states of our mind pity is felt. Pity may be defined as a feeling of pain caused by the sight of some evil, destructive or painful, which befalls one who does not deserve it, and which we might expect to befall ourselves or some friends of ours, and moreover to befall us soon. ... It is therefore not felt by those completely ruined, who suppose that no further evil can befall them, since the worst has befallen them already; (Aristotle 2004, p.77)

Reference Lists

Your essays must include, on a separate and final page, a bibliography of *all* your source material. There is no need to list everything you have read – only things you cite need appear in your bibliography.

The following conventions for individual bibliographic entries are recommended:

Aristotle. Rhetoric. New York: Dover Publications, 2004.*

Chalmers, A F. What is this thing called Science? St. Lucia, Queensland: Queensland University Press, 1982.

Kuhn, T S. (1970) Logic of discovery or psychology of research? In I. Lakatos and A. Musgrave, eds., Criticism and the Growth of Knowledge. Cambridge UK: Cambridge University Press, 1970.

[*Note that Aristotle wrote the lectures on which his book Rhetoric is based in the fourth century BCE. However, the date provided in your bibliography should be the date of the particular publication that you used.]

Any material you source from the internet must be fully referenced. Use the format:

Sinnott, W., Consequentialism, The Stanford Encyclopedia of Philosophy, E. Zalta (ed.), <<http://plato.stanford.edu/archives/entries/consequentialism/>>.

How Many References?

Unless you are otherwise advised, Level I essays will be expected to demonstrate a good knowledge of at least three different published professional discussions of your essay topic. This does not include references to web pages, unless they are references to articles on your essay topic by professional philosophers.

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, relevantly 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.

Research Support

Our Philosophy Research Librarian, Fiona Mariner, maintains an excellent set of online resources at

<http://www.adelaide.edu.au/library/guide/hum/philosophy/>.

There you will find links to other online philosophy material, journals and electronic databases, and guides to researching and writing essays. See:

http://www.adelaide.edu.au/library/guide/hum/philosophy/lit_search

<http://www.adelaide.edu.au/library/guide/hum/philosophy/writing.html>

Learning Support

The *Centre for Learning and Professional Development* at the University offers learning support for students, including Academic Learning and Language (ALL) and the Mathematics Learning Service (MLS).

Academic Learning and Language (ALL)

Level 2, Schulz Building West, North Terrace Campus (G2 on campus map)

Academic Learning and Language (ALL) is part of the Centre for Learning and Professional Development (CLPD). A range of academic seminars for undergraduate, Honours and postgraduate coursework students are on offer.

Undergraduate

Undergraduate students can attend the academic writing and skills development seminars held each semester, as well as access the range of online resources available from 'Writing and Speaking at Uni' through MyUni, and the ALL printed learning guides.

Honours and postgraduate coursework

For Honours and postgraduate coursework students, a series of group seminars are offered which focus on academic literacy involving:

- departmental expectations about reading and writing for academic assignments
- the types of writing required at postgraduate level
- techniques for successful writing
- workshops where academic staff work closely with students to advance students' writing

English as an Additional Language students

Weekly English language conversation classes are held at the CLPD for English as an Additional Language students with local volunteers. The Volunteer Learning Support Scheme also provides opportunities for international students to become better acquainted with Australian culture.

For further information: telephone 8303 5771 or email clpd@adelaide.edu.au or visit our website at <http://www.adelaide.edu.au/clpd/all/>

Maths Learning Service (MLS)

Level 1, Schulz Building, North Terrace Campus (G3 on campus map)

The Maths Learning Service (MLS) is part of the Centre for Learning and Professional Development (CLPD). The Service offers free support for all University of Adelaide students meeting maths (including stats) in their studies.

We offer the following services:

The Maths Drop-in Centre

The Drop-in Centre is open from 10am to 4pm during teaching weeks and swot vacs. Our friendly staff are available during these times to help all students understand the maths in their university courses. No appointment is necessary. During breaks, assistance is still available by contacting the MLS and making an appointment.

Bridging Courses

The MLS provides free self-paced bridging courses to cover prerequisite maths knowledge.

Online and Print Resources

We provide quick revision worksheets on various maths topics plus online refresher modules. Our website also contains links to useful maths resources specific to various University of Adelaide courses.

For further information: telephone 8303 5862, email mls@adelaide.edu.au, visit our website at <http://www.adelaide.edu.au/clpd/mls/> or call in to the Maths Drop-in Centre, Level 1, Schulz Building.

Online Library Tutorial

Learning to find information is a vital set of skills for survival at university. You will need to use these skills when you write papers. The online *Library Tutorial* for Humanities and Social Sciences is intended to help you gain confidence in using the resources of the Library.

The tutorial is web-based. To access it:

Go to: <http://www.adelaide.edu.au/library/help/tutorials>

Then click on “Humanities and Social Sciences” under “Other Tutorials”.

The earlier you do this tutorial, the better!

6. Assessment

Philosophy uses the following grading scheme for its undergraduate courses:

No work submitted for assessment	Fail No Submission	(FNS)
0 - 49	Fail	(F)
50 - 64	Pass	(P)
65 - 74	Credit	(C)
75 - 84	Distinction	(D)
85 - 100	High Distinction	(HD)
An interim result	Result Pending	RP

Assessment Criteria

Pass 50-64%

- Adequate articulation of argument, theme or guiding problematic.
- Adequate understanding & application of concepts & theoretical issues.
- Adequate adherence to scholarly conventions in citations.
- Adequate scope of reading informing the argument. Adequate understanding of that reading.
- Adequate skills in written expression and presentation.

Credit 65-74%

- Clear articulation of a theme or guiding problematic.
- Clear understanding and application of concepts and theoretical issues.
- Argument reasonably well structured, developed and concluded.
- Adequate adherence to scholarly conventions in citations.
- Adequate scope of reading informing the argument. Clear understanding of that reading.
- Adequate skills in written expression and presentation.
- Critical use of sources.

Distinction 75-84%

- Clear articulation of a theme or guiding problematic.
- Clear understanding and application of concepts and theoretical issues.
- Argument well structured, developed and concluded, displaying clear evidence of original thinking.
- Consistent adherence to scholarly conventions in citations.
- Wide scope of reading informing the argument, with evidence of directed independent reading. Clear understanding of that reading.
- Developed skills in written expression and presentation.
- Critical use of sources.

High Distinction 85%+

- Very clear articulation of a theme or guiding problematic.
- Clear understanding and application of concepts and theoretical issues.
- Argument exceptionally well structured, developed and concluded, displaying ample innovation and originality.
- Ample evidence of the critical use of sources.
- Consistent adherence to scholarly conventions in citations.
- Wide scope of reading informing the argument, with strong evidence of directed independent reading. Sophisticated understanding of and reflection upon that reading.
- Highly developed skills in written expression and presentation.
- Critical use of sources.

Submission of Written Work

Level I Courses

All written work must be submitted by posting it into the essay slot located outside the School Office (Napier 722) **by 12pm on the submission date**. Email submission of essays is not permitted. Sending essays through the postal service is not permitted without the express permission of the course coordinator, and students who have permission to use this method are held responsible if their essay is delayed, misplaced or lost. Students are required to keep a copy of any written work they submit, either as a computer file or a photocopy.

Each essay submitted by hard copy must satisfy the following requirements:

1. It must be submitted with a signed and completed cover sheet. Cover sheets are available in Napier 722.
2. It must acknowledge within the text any dependence, either direct or indirect, on source material.
3. It must include a reference list of all material cited in the essay.
4. It must not lie outside the stated word limits (see above).

Written work which doesn't conform to these requirements may be penalized.

Advanced Level Courses

Students in Advanced Level courses will be required to submit their essays electronically. No mark will be awarded unless an electronic copy is received.

The procedure for electronic submission is as follows:

1. Submit a paper copy as described above. The recorded submission date of the essay will be the date of receipt of this paper copy.
2. Submit your essay using the "Digital Dropbox" facility in MyUni:
 - a. Access your essay file, and retitle it in the following format: "Last Name First Name Course Title Essay Number.doc"
 - b. Access the MyUni site for the relevant course.
 - c. Click the "Tools" button, followed by "Digital Dropbox".
 - d. Submit your essay using "Send File" (**not** the "Add File" button).

Your course coordinator may set a deadline beyond which late electronic copies of essays will not be received.

Overdue Work

Late essays will be penalized at the rate of 2% of the assignment mark each working day the essay is overdue. Work received after 12 pm on the submission date will be regarded as having been received the next working day and will incur the penalty.

Unless you are advised otherwise by your course coordinator, essays submitted more than one week late without an extension will not be marked. Although such

essays won't be marked, you must submit them to be eligible for supplementary assessment.

Extensions

Extensions will only be granted on medical or compassionate grounds. A request for an extension is made using an *Extension Request Form*, available in the Humanities Office, Napier 722. It must be supported by appropriate documentation from a doctor or student counsellor and submitted to the Course Coordinator. Pressure of other work and sporting commitments are not accepted as grounds for an extension.

The request for an extension must be made before the due date.

Re-Marking

If you believe that the mark given to an essay or exam is unfair, you are invited to re-submit the original essay with its comments to the course coordinator. It may then be re-marked by a different marker. Brief grounds for the request are to be supplied in writing and should relate to relevant parts of your essay and/or the marker's comments. The re-mark functions as an appeal. Your mark will not change unless the second marker judges the original mark to be inappropriate.

No re-mark will be possible later than two weeks after essays have been made available to students for collection.

Return of Marked Work

When a hard copy has been submitted (as in first year courses), collection of assessed work is available by one of two methods. Either they will be returned to you in lectures/tutorials or alternatively you may be required to submit a **stamped self-addressed envelope** with your assignment. Uncollected essays will be disposed of after one year. Assignment feedback for upper level courses will be provided electronically (either online or by email) unless otherwise indicated by Course Coordinator.

Supplementary Assessment

The University distinguishes three grounds for supplementary assessment: *Medical, Compassionate and Academic*.

Medical & Compassionate Grounds

Students must lodge applications for supplementary assessment on medical or compassionate grounds with their Course Coordinator within seven days of the occurrence leading to the application, or, if the occurrence takes place during an exam, within five days of that exam. Applications on medical grounds must be accompanied by a medical certificate. Results of supplementary exams granted on medical, compassionate and mixed grounds will be entered as the final result in the course. The fact that students have undertaken supplementary examination on these grounds will not be shown on the transcript.

For further information about supplementary examination on medical or compassionate grounds see:

<http://www.adelaide.edu.au/student/current/exams/>

Academic Grounds

The University's policy is that students are eligible for supplementary assessment in a course if they receive a final mark in the range 45 - 49%. No application is necessary. An academic supp. will be awarded to any student who has completed all of the required assessment for the course and received a mark of between 45 - 49%.

The composition of the supplementary will be determined by the course coordinator. For a student who passes a Philosophy course by academic supp. the maximum result recorded on their academic transcript will be 50.

Students eligible for supplementary assessment will be contacted with information about the format and due date (essays), or time and venue (exams). Exams will not be arranged elsewhere or at special times for students who may be traveling, on holiday, in temporary employment, away from Adelaide, or who are absent from Adelaide for reasons not connected with their course of study.

Plagiarism

Statement on Plagiarism

Plagiarism is expressly prohibited by the University's *Rules for Assessment* which includes the following:

1. No student will submit for assessment any piece of work that is not entirely the student's own, except where either:
 - (a) use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or
 - (b) the assessor has given prior permission for joint or collaborative work to be submitted.
2. No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.
3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.

Forms of Plagiarism

Plagiarism consists of a person using the words or ideas of another without proper acknowledgement. The University regards plagiarism as a very serious offence. At the very least it is a misuse of academic conventions; where it is deliberate and systematic, plagiarism is cheating and false pretences. It is the obligation of every member of the University to understand and respect the rules concerning plagiarism; the excuse of ignorance will not be accepted. Plagiarism can take several forms:

- Presenting substantial extracts from books, articles, theses, and other published or unpublished works such as working papers, internet material, seminar and conference papers, internal reports, computer software, lecture notes or tapes, and other student's work, without clearly indicating their origin with quotation marks and references;
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work;
- Quoting directly from a source and failing to insert quotation marks around the quoted passages. It is not adequate to merely acknowledge the source.
- Submitting work written by someone else on your own behalf.
- Submitting another student's work whether or not it has been previously submitted by that student.
- Two students separately submitting the same piece of work (or work with a significant part in common) upon which they have illicitly collaborated.
- Submitting a piece of your own work (or work with significant parts in common) for two different assignments—whether this occurs within or between courses, disciplines or faculties of the University.

Disciplinary Action

All plagiarism is unacceptable but each case of plagiarism will be treated on its own merits. The penalties associated with plagiarism are designed to impose sanctions that reflect the seriousness of the University's commitment to academic integrity. Penalties may include revising and resubmitting assessment, receiving a reduced mark for the work, receiving a result of zero for the assessment work, failing the course, expulsion and/or the imposition of a financial penalty. The University keeps a central register of cases of student plagiarism to assist in the detection of students committing multiple offences.

For further information about plagiarism and the disciplinary action associated with cases of plagiarism you may consult the University's *Policy Statement on Plagiarism, Collusion and Other Forms of Cheating* and the *Guidelines and Procedures for Implementing the Policy Statement on Plagiarism, Collusion and Other Forms of Cheating* (see <http://www.adelaide.edu.au/policies/230>).

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 virtually word for word from 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.

7. Students With Disabilities

The University of Adelaide provides a range of services to students with an ongoing medical issue or disability. This may include adjustments to the standard teaching or assessment processes.

The Counselling and Disability Service can assist with information and advice about these services. Please consider making contact early in the academic year so that you have the most appropriate arrangements in place.

The Counselling and Disability Service provides services which include:

- Note takers
- Access to specialized software
- Enlarged print
- Help with assessment.
- Special exam arrangements
- Scribes
- Brailleing

To access these services you need to provide written verification of your disability or medical condition to the Counselling and Disability Service. Details are of course kept confidential unless you specify otherwise. When negotiating accommodations with academic staff you may wish to complete an “Access Plan”. This assists in keeping a written record of the arrangements that are made.

Contact Details:

The Counselling and Disability Service
Ground Floor, Horace Lamb Building
Phone: (08) 8303 5962
Email: disability@adelaide.edu.au
<http://www.adelaide.edu.au/disability/>

8. Philosophy Prizes

Five 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 One Philosophy”.
- The value of the prize shall be \$1000, 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 at least 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 \$1000, 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 \$1,800 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 Discipline 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 Advanced Level Philosophy course during the year.
- If no one is deemed eligible for the prize, then no award shall be made.

- It is intended that this prize will be awarded to the recipient of the *Jefferis Memorial Medal*.

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 Advanced Level Philosophy course during the year.

9. 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 that are relevant to Philosophical consideration or analysis. Everyone is welcome to attend club functions, and Philosophy students are particularly encouraged to join. The club's success depends on the willingness of new students to become involved.

For further information contact the *Philosophy Club Staff Liaison*:

Associate Professor Philip Gerrans
Phone: 8303 5297, Napier 713
philip.gerrans@adelaide.edu.au

10. Emergency Procedures

Emergency Procedure Information is contained on a poster located outside the lifts on each floor of the Napier Building. Security can be contacted 24 hours a day on **35990**. They are located on the north side of the Hughes Plaza (and temporarily in a mobile unit on the side of the Wills Building accessed from the lane in between the Art Gallery of South Australia and the Wills Building).

In the case of an emergency such as a fire, remain calm. More people are hurt by panic than by cause of emergencies. It is important to go to the designated

assembly area and find your colleagues, so that a quick head-count can be performed in order to determine that everyone has left the building.

Fire - Alarm is a Hoot Hoot Sound followed by a Whoop Whoop sound.

- Assist anybody in immediate danger.
- Close doors and windows to restrict the danger area. DO NOT lock them.
- Turn off all electrical apparatus, preferably at the wall socket.
- Collect and take your bag, keys, wallet (all personal effects) with you.
- Use the designated escape route via the Fire Stairs. DO NOT use the lift.
- A Fire Warden wearing a red hat will assist you.
- Proceed to the assembly area on Goodman Crescent Lawns at the North Terrace end of the University grounds.

Medical Emergency

- There is a first aid kit located in the Humanities Office, Napier 722. Dagmar Theil, a certified first-aider, is in room 707. The nearest medical Doctor is at the **University Health Service**, Ground Floor, Horace Lamb Building. Call **35050**.
- Ask for help in the immediate area. Contact the nearest staff member.
- If the emergency is life threatening, contact Security on **35990** or Emergency Services on (0) 000. Remain with patient until help arrives.

Explosion, Earthquake, Structural Collapse

- Contact Security on **35990**. Follow Fire/Safety Warden's instructions.
- Collect personal belongings, close windows and doors, evacuate the area if possible using the Fire Stairs (do NOT use the lift) and proceed to assembly area in the Napier Undercroft.

Earthquake

- If indoors, stay there. Take cover under a sturdy piece of furniture, or counter or brace yourself against an inside wall. Protect your head and neck.
- If outdoors, move into the open away from buildings and overhanging power lines. Keep away from windows, skylights, and items that could fall.

Peanuts

