

## BA IN WESTERN CIVILISATION: COURSE LEARNING OUTCOMES

Students graduating from this course will be able to demonstrate:

1. Sound knowledge and understanding of exemplary masterpieces of Western thought, art and architecture;
2. Refined capacities for philosophical reflection upon and aesthetic appreciation of exemplary masterpieces of Western thought, art and architecture;
3. Awareness of connections between Western and non-Western traditions of thought, art and architecture;
4. Abilities to critically examine ideas and ideals associated with Western civilisation and the contribution they make to today's world;
5. Intellectual virtues and social skills needed for civil participation in rational discussion and argument, backed by reason;
6. Skills in communicating effectively and ethically across a wide range of contexts.
7. Specialised knowledge of a chosen major area of study.

Subject Code	Subject Name	Session	Delivery Mode	Subject Description	Topics Covered	Pre or co-reqs	Restrictions	Equivalent subjects	Subject Learning Outcomes	Assessment Tasks and weighting	Subject Learning Outcomes Covered (1,2 etc)	Course Learning Outcomes (introduced, developed, assured)
WCIV101	The Great Conversation	Autumn	1-hour lecture; 2-hour tutorial	This subject will be foundational for the entire degree. It will provide basic training on how to approach great philosophical and literary works. It will provide an overarching rationale for a liberal arts education and set the tone for studying in the degree. Focusing on selected exemplars, students will be given a firsthand practical training in how to engage with great literary and philosophical masterpieces. In each case, students will confront the philosophical questions raised by the work. They will explore how the work connects with other great works within the Western tradition and how it might be viewed from diverse perspectives. They will also explore how the work could connect to great works of non-Western traditions of thought and art. Students will also engage with contemporary writings by philosophers such as Martha Nussbaum; Bernard Williams; Richard Moran, and Hilary Putnam on topics relating to humanistic, liberal education.	Students will be introduced to an updated idea of Hutchins's (1952) 'the great conversation', becoming acquainted with the educational vision that underpins their liberal arts degree. They will learn how their studies will advantage them in their lives and careers and discover why this style of education is of contemporary relevance.	None	BAWCiv and double degrees only	None	1. Use basic concepts and ideas relevant to understanding and appreciating exemplary masterpieces of Western thought, art and architecture.  2. Identify points of connection between Western and non-Western traditions of thought, art and architecture.  3. Articulate how the study of exemplary masterpieces of Western thought, art and architecture is relevant to practical concerns beyond academia.  4. Begin to evaluate and produce cogent arguments orally and in writing.  5. Compare and evaluate alternative and non-Western viewpoints and perspectives.	1. Critical review (10%)	1, 3	4 – introduced 5 – introduced 6 – introduced
										2. Essay Training Exercise (10%);	1, 4	5 – developed 6 – developed
										3. Essay (40%)	1, 2, 3, 4	1 – developed 2 – developed 3 – developed 5 – developed 6 – developed
										4. Digital Object (40%)	1, 2, 3, 4	1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed
WCIV102	Classics of Ancient Greece	Autumn	3 hrs face-to-face	Ancient Greece produced some of Europe's finest and most lasting works in poetry, history and theatre. In this subject, students will become acquainted with a sample of these great works, and will	An exploration of Ancient Greek ideas and ideals – for example Aretê; heroism; tragedy; beauty.	None	BAWCiv and double degrees only	None	1. Use basic concepts and ideas relevant to understanding and appreciating exemplary masterpieces of Ancient Greek thought, art and	1. Critical Review (15%)	1, 3,	1 – introduced 2 – introduced 5 – introduced 6 – introduced

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				assess their relevance to contemporary philosophical debates.	Indicative works to be examined include: Homer's epic poems <i>The Iliad</i> and <i>The Odyssey</i> ; Aeschylus, <i>The Persians</i> ; Herodotus, <i>The Histories</i> ; Sophocles, <i>Oedipus Rex</i> , <i>Antigone</i> ; Thucydides, <i>Peloponnesian Wars</i> ; Aristophanes, <i>Lysistrata</i> ; Euripides, <i>Medea</i> , <i>Hippolytus</i> ; Aristotle, <i>The Poetics</i> .				architecture. 2. Articulate how the study of exemplary masterpieces of Ancient Greek thought, art and architecture is relevant to contemporary debates in academia. 3. Begin to evaluate and produce cogent arguments orally and in writing. 4. Compare and evaluate assessments of Ancient Greek thought, art and architecture.	2. Essay (40%) 3. Exam (45%)	1,2,3,4 1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed 6 – developed 1 – developed 2 – developed 4 – developed 5 – developed 6 – developed
WCIV103	Wisdom, Truth and Reason	Autumn	1-hour lecture; 2-hour tutorial	Socrates famously explained the Oracle of Delphi's verdict that he was the wisest of all because he knew that he knew nothing. The philosophies of the ancient Greeks connected wisdom with a way of life. They laid stress on the distinctions: between appearance and reality; between sophistry and philosophy; between reason and rhetoric. They gave us thinking tools for distinguishing between such things. This subject examines the importance these contributions still play in our lives. Students will investigate these issues and ask if we have really arrived in a post-truth age by looking at classic and contemporary sources.	This subject examines theories of truth; theories of evidence; theories of knowledge; observation and reason; and sceptical doubts.  Indicative readings include: Plato, <i>The Apology</i> ; Aristotle, Selections from <i>Topics</i> ; <i>On Generation and Corruption</i> ; <i>Metaphysics</i> . Simon Blackburn, <i>Truth: A Guide</i> ; Harry Frankfurt, <i>On Bullshit</i> (selections); and some selected material from the debates over truth between Donald Davidson and Richard Rorty. Graham Priest, 'Beyond true and false: Buddhist philosophy is full of contradictions. Now modern logic is learning why that might be a good thing' <i>Aeon</i> , 5 May 2014. Selections on Buddhist logic.	None	BAWCiv and double degrees only	None	1. Use basic concepts and ideas relevant to understanding wisdom, truth and reason. 2. Articulate how the study of wisdom, truth and reason is relevant to contemporary debates in academia and the non-academic world. 3. Begin to evaluate and produce cogent arguments orally and in writing. 4. Compare and evaluate assessments of wisdom, truth and reason.	1. Critical Review (15%) 2. Essay (40%) 3. Exam (45%)	1, 3, 1,2,3,4 1,2,3,4	1 – introduced 2 – introduced 5 – introduced 6 – introduced 1 – developed 2 – developed 4 – developed 5 – developed 6 – developed 1 – developed 2 – developed 4 – developed 5 – developed 6 – developed
WCIV104	Aesthetics: Masterpieces of Western Art and Architecture	Spring	1-hour lecture; 2-hour tutorial	This subject will be foundational for the entire degree. It will provide basic training on how to approach great art and architecture. Focusing on selected exemplars students will be given a firsthand practical training in how to engage	This subject will explore themes such as: the representation of the human form; the use of narrative and mythology in art; distinguishing features of specific architectural forms. It will also ask: Can art educate?	None	BAWCiv and double degrees only	None	1. Use basic concepts and ideas relevant to understanding and aesthetically appreciating exemplary masterpieces of Western art and architecture.	1. Critical Review (15%)	1, 3,	1 – introduced 2 – introduced 3 – introduced 5 – introduced 6 – introduced

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				with great artistic and architectural masterpieces. In each case, students will confront the philosophical questions raised by the work under scrutiny. This subject will also introduce students to philosophical theories of art and put these to the test by looking with reference to examples of great music, paintings, and literature from across the Western canon. Students will consider a series of case studies in order to determine the adequacy of various theories of art. The subject matter for the case studies will focus on major exemplars of Western art and architecture, sculpture and painting – classic styles and techniques used and repeated down the ages.	Can art improve us morally? And if so, how? Can any kind of art – painting, music, literature – educate us philosophically? Can art build or edify moral character? If so, do different art forms do so differently? Is there any means to distinguish morally insightful from morally dubious art?				2. Identify points of connection and overlap between Western and non-Western traditions of thought, art and architecture. 3. Articulate how the study of exemplary masterpieces of Western art and architecture is relevant to debates within and practical concerns beyond academia. 4. Begin to evaluate and produce cogent arguments orally and in writing. 5. Compare and evaluate alternative and non-Western viewpoints and perspectives.	2. Essay (40%)  3. Group Presentation (45%)	1,2,3,4  1,2,3,4	1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed  1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed
WCIV105	Classics of the Roman Republic and Empire	Spring	3-hrs face-to-face	This subject looks at the Roman Republic and Empire through the eyes of its historical, literary and philosophical products. In this subject, students will become acquainted with a sample of these great works, and will assess their relevance to contemporary philosophical debates.	Indicative works to be examined include: Ovid, <i>The Metamorphoses</i> ; Petronius, <i>The Satyricon</i> ; Cicero, <i>On Duties</i> , <i>On Friendship</i> ; Livy <i>The Rise of Rome</i> ; Lucretius, <i>On the Nature of the Universe</i> ; Marcus Aurelius, <i>Meditations</i> ; Plutarch <i>Life of Julius Caesar</i> ; Tacitus, <i>Agricola and Germany</i> ; Virgil, <i>Aeneid</i> .	None	BAWCiv and double degrees only	None	1. Use basic concepts and ideas relevant to understanding and appreciating exemplary masterpieces of Ancient Roman thought, art and architecture. 2. Articulate how the study of exemplary masterpieces of Ancient Roman thought, art and architecture is relevant to contemporary debates in academia. 3. Begin to evaluate and produce cogent arguments orally and in writing. 4. Compare and evaluate assessments of Ancient Roman thought, art and architecture.	1. Critical Review (15%)  2. Essay (40%)  3. Exam (45%)	1, 3,  1,2,3,4  1,2,3,4	1 – introduced 2 – introduced 5 – introduced 6 – introduced  1 – developed 2 – developed 4 – developed 5 – developed 6 – developed  1 – developed 2 – developed 4 – developed 5 – developed 6 – developed
WCIV106	The Good Life and the Virtues	Spring	1-hour lecture; 2-hour tutorial	Ancient thinkers were deeply concerned with the good life and how to live it. This subject gives special attention to Aristotle's account of human nature, ethics and the virtues, drawing mainly from	What, if anything, makes a good life?; Could one live well just by satisfying one's desires?; What role does pleasure have in a good life?; What role does honour, or other virtues, have in	None	BAWCiv and double degrees only	None	1. Use basic concepts and ideas relevant to understanding wisdom, truth and reason. 2. Articulate how the study of the good life and the	1. Critical Review (15%)	1, 3,	1 – introduced 2 – introduced 5 – introduced 6 – introduced

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				<i>De Anima</i> and <i>Nicomachean Ethics</i> (focusing on selections from Ackrill, J.L, <i>A New Aristotle Reader</i> , Oxford. 1987). Aristotle's ideas will be brought into conversation with counterpart notions found in <i>The Analects</i> of Confucius. Students will explore the contemporary relevance of virtue ethics, and its credibility today, responding to current philosophical concerns. Themes in Alasdair Macintyre's seminal <i>After Virtue</i> (1984) will be a major focus. Working together, students will carry out independent studies on selected topics which will form the basis of a small group presentation.	the good life?; What is the role of friendship in the good life?; Is the meaning of life externally given or can we create our own meaning?; Could there be more than one ultimate end to life?; Which virtues, if any, are best?; Are the virtues unified?				virtues is relevant to contemporary debates in academia and the non-academic world. 3. Begin to evaluate and produce cogent arguments orally and in writing. 4. Compare and evaluate assessments the good life and the virtues, together with peers.	2. Essay (40%)  3. Group Presentation (45%)	1,2,3,4  1,2,3,4	1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed  1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed
WCIV201	Classics of the Middle Ages and Early Renaissance	Autumn	3 hrs face-to-face	The Middle Ages lasted in Europe from roughly the one thousand years spanning from the fall of the Western Roman Empire ca. AD 500 to the beginning of the late 15th century. Europe was later reborn and reformed during the Renaissance. In this subject, students will engage with classic literary and artistic works from these remarkable periods.	Indicative works to be examined include: Song of Roland (Chretien de Troyes); Dante, <i>The Divine Comedy</i> (selections); Margery Kempe, <i>The Book of Margery Kempe</i> ; Geoffrey Chaucer, <i>The Canterbury Tales</i> (selections); Sir Gawain and the Green Knight. Desiderius Erasmus, <i>In Praise of Folly</i> ; Niccolo Machiavelli, <i>The Prince</i> ; Michel de Montaigne, <i>Essais</i> .	48 credit points of WCIV100 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the study of exemplary masterpieces of Medieval and Early Renaissance thought, art and architecture; 2. Demonstrate an understanding of major philosophical issues relevant to the study of exemplary masterpieces of Medieval and Early Renaissance thought, art and architecture. 3. Critically assess competing approaches relevant to the study of exemplary masterpieces of Medieval and Early Renaissance thought, art and architecture; 4. Argue clearly and logically for a position, backed by reasons.	1. Essay (45%)  2. Exam (55%)	1,2,3,4  1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed  1 – developed 2 – developed 4 – developed 5 – developed
WCIV202	Early Modern Philosophy: Rationalism versus Empiricism	Autumn	1-hour lecture; 2-hour tutorial	Plato portrays a fundamental divide between appearance and reality in his 'Allegory of the Cave' in Book VII of <i>The Republic</i> . According to his rationalist vision, it is possible to make contact with the Forms, to	Indicative readings include: Selections from Plato, <i>The Meno</i> , <i>The Republic</i> ; René Descartes, <i>Meditations on First Philosophy</i> , <i>Discourse on the Method</i> ; Gottfried Wilhelm	48 credit points of WCIV100 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the debate between rationalists and empiricists; 2. Demonstrate an understanding of major	1. Essay (45%)	1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed

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				get at a deeper reality that goes beyond how things appear to us. This encourages the idea that philosophers can discover the true essence of things by relying on their faculty of pure reason – a faculty independent of the senses. These Platonic claims were revived in the early modern era, in a quite different intellectual context, by thinkers such as Descartes and Leibniz and challenged by empiricists such as Locke, Berkeley and Hume. Students will critically examine the early modern debates between rationalists and their empiricist challengers about the nature of ideas and whether and how they are acquired.	Leibniz, <i>The Monadology</i> ; John Locke, <i>An Essay Concerning Human Understanding</i> ; George Berkeley, <i>Principles of Human Knowledge, Three Dialogues between Hylan and Philonous</i> ; David Hume, <i>A Treatise of Human Nature, An Enquiry Concerning Human Understanding</i> .				philosophical issues relevant to the debate between rationalists and empiricists; 3. Critically assess competing arguments relevant to the debate between rationalists and empiricists; 4. Argue clearly and logically for a position, backed by reasons.	2. Exam (55%)	1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed
WCIV203	Philosophy of Religion: the Bible and its legacy	Autumn	1-hour lecture; 2-hour tutorial	Many great religions of the world take their holy texts to reveal sacred, divine truths. This subject raises philosophical questions about this idea and the nature of religious belief and practice. It focuses on selected readings from <i>The Bible's</i> collection of narratives. Comparisons will be made between relevant passages of <i>The Bible</i> and <i>The Quran</i> , the sacred text of Islam. Students will learn how these books inform the religious attitudes that influence Western thinking, art and literature.	This subject explores the critical importance of revelation in the philosophy and epistemology of religion – it will examine various accounts of the possible relation between reason, faith and revelation and the classic proofs of God's existence.  Indicative readings include: Aquinas, <i>The Summa Theologiae</i> ; Saint Augustine of Hippo, <i>Confessions in Thirteen Books</i> .	48 credit points of WCIV100 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the philosophy of religion; 2. Demonstrate an understanding of major philosophical issues relevant to relevant to the philosophy of religion; 3. Critically assess competing arguments relevant to relevant to the philosophy of religion; 4. Argue clearly and logically for a position, backed by reasons.	1. Essay 50%	1,2,3,4	1 – developed 2 – developed 3 – developed 2 – developed 4 – developed 5 – developed
										2. Digital Object 50%	1,2,3,4	1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed
WCIV204	Classics of the Late Renaissance	Spring	3 hrs face-to-face	This subject will focus on a study of selected works of the late Renaissance. Questions will be raised about the relation between philosophy and literature, asking to what extent and in what way	Students will approach the works they scrutinize bearing in mind questions raised by the philosophy of literature: Do the works make any philosophical assumptions? Do they advance	48 credit points of WCIV100 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the study of exemplary masterpieces of Late Renaissance thought, art and architecture;	1. Essay (45%)	1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed

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				philosophical thought infuses imaginative literature. In musing on these matters, students will examine selected comic, tragic and historical plays of Shakespeare, as well as those of his forerunners and contemporaries, such as: Edmund Spenser, <i>The Faerie Queene</i> ; Christopher Marlowe, <i>The Tragical History of Doctor Faustus</i> ; John Donne, selected sonnets and poems; John Milton, <i>Paradise Lost</i> . Miguel de Cervantes, <i>Don Quixote de la Mancha</i> .	or attempt to justify any philosophical claims?  How does engaging with such works shape the philosophical imagination? What should we make of alternative and anachronistic accounts of the storyworlds portrayed in great literature?				2. Demonstrate an understanding of major philosophical issues relevant to the study of exemplary masterpieces of Late Renaissance thought, art and architecture; 3. Critically assess competing approaches relevant to the study of exemplary masterpieces of Late Renaissance thought, art and architecture; 4. Argue clearly and logically for a position, backed by reasons.	2. Exam (55%)	1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed
WCIV205	The Rise of Western Science	Spring	1-hour lecture; 2-hour tutorial	Western science arose and matured in Europe between the late 15th and the late 17 <sup>th</sup> centuries. In this subject students will become acquainted with exemplary works produced during the momentous period that constitutes the birth of science in the West. They will investigate which non-Western influences played a part in that birth and how well contemporary theories in philosophy of science can account for it.	Indicative works to be examined include: Francis Bacon, <i>The New Organon</i> ; Galileo Galilei, <i>Letter to the Grand Duchess Christina and The Assayer</i> ; Nicolaus Copernicus, <i>On the Revolutions</i> ; Robert Boyle, <i>The Origin of Forms and Qualities, Part I. The Grounds for and Excellence of the Corpuscular or Mechanical Philosophy, The Excellence of Theology, compared with Natural Philosophy</i> ; Anne Conway, <i>The Principles of the Most Ancient and Modern Philosophy</i> , Isaac Newton, <i>Mathematical Principles of Natural Philosophy</i> ; Thomas Hobbes, <i>Leviathan</i> .	48 credit points of WCIV100 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the rise of Western science; 2. Demonstrate an understanding of major philosophical issues relevant to the rise of Western science; 3. Critically assess competing approaches to understanding the rise of Western science; 4. Argue clearly and logically for a position, backed by reasons.	1. Essay 50%	1,2,3,4	1 – developed 2 – developed 3 – developed 2 – developed 4 – developed 5 – developed
										2. Digital Project 50%	1,2,3,4	1 – developed 2 – developed 3 – developed 4 – developed 5 – developed 6 – developed
WCIV206	Classics of the Enlightenment and the Age of Revolutions	Spring	3 hrs face-to-face	Known as the ‘The Century of Lights’, the so-called long 18th century was a time during which ideas dominated. It was a time during which Europe and the Americas underwent major	Indicative readings include: Jean-Jacques Rousseau, <i>The Social Contract</i> ; Adam Smith, <i>The Theory of Moral Sentiments</i> (selections); Voltaire, <i>Candide</i> ; Mary Wollstonecraft, <i>A</i>	48 credit points of WCIV100 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the study of exemplary masterpieces of Enlightenment thought, art and architecture;	1. Essay (45%)	1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed

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				intellectual, political and social changes – changes that issued in the modern era. Students will become acquainted with the works of the great thinkers of this period.	<i>Vindication of the Rights of Woman</i> (selections); Mary Shelley, <i>Frankenstein</i> ; Edmund Burke, <i>Reflections on the Revolution in France</i> ; Jane Austen, <i>Pride and Prejudice</i> ; Thomas Paine, <i>Rights of Man</i> (selections).				2. Demonstrate an understanding of major philosophical issues relevant to the study of exemplary masterpieces of Enlightenment thought, art and architecture; 3. Critically assess competing approaches relevant to the study of exemplary masterpieces of Enlightenment thought, art and architecture; 4. Argue clearly and logically for a position, backed by reasons.	2. Exam (55%)	1,2,3,4	1 – developed 2 – developed 4 – developed 5 – developed
WCIV301	Thought and Reality: From Idealism to Analytic Philosophy	Autumn	1 hour lecture; 2 hour tutorial	This subject will investigate the German and English roots of analytic philosophy. It examines the idealist philosophies of Kant and Hegel and asks how – in importantly different ways – these relate to and oppose the kind of realism defended by analytic philosophers at the turn of the 20 <sup>th</sup> century – Frege, Russell and the early Wittgenstein. It concludes by looking at work of the later Wittgenstein, considering to what extent it breaks faith with or develops themes in his earliest writings.	Indicative readings: Immanuel Kant, <i>The Critique of Pure Reason</i> (selections); Hegel, <i>The Phenomenology of Spirit</i> (selections); Gottlob Frege, “Sense and Reference”; “The Thought: A Logical Inquiry”; Bertrand Russell, “On Denoting”, “Logical Atomism”, <i>The Problems of Philosophy</i> ; Ludwig Wittgenstein <i>Tractatus Logico-Philosophicus</i> , <i>Philosophical Investigations</i> . The views and arguments of select Buddhist thinkers will be brought into the conversation to see how they might inform the debate over realistic versus idealistic epistemology and metaphysics.	48 credit points of WCIV200 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to debates about the nature of and relation between thought and reality; 2. Demonstrate an understanding of major philosophical issues relevant to debates about the nature of and relation between thought and reality; 3. Critically assess competing approaches relevant to debates about the nature of and relation between thought and reality; 4. Argue clearly and logically for a position, backed by reasons.	1. Essay 40%	1,2,3,4	1 – assured 2 – assured 4 – assured 5 – assured 6 – assured
										2. Exam 60%	1,2,3,4	1 – assured 2 – assured 4 – assured 5 – assured
WCIV302	Philosophy of Democracy: Britain, America, Australia	Autumn	3 hrs face-to-face	This capstone subject will examine the origins of the idea of democracy at work in contemporary Australia, examining its philosophical roots and founding of British and American governments. It will ask penetrating questions about the assumptions behind democratic government and examine the strengths and weaknesses of democracy in today’s world. Students will be required to take part and a special capstone project and to complete a major final assessment.	Indicative readings: <i>Magna Carta</i> ; Hobbes, <i>Leviathan</i> (selections); Locke, <i>Second Treatise on Government</i> ; Mill, <i>On Liberty</i> ; Hamilton and Maddison, <i>Federalists Papers</i> ; De Tocqueville, <i>Democracy in America</i> ; Bagehot, <i>The English Constitution</i> ; Deakin, <i>The Federal Story</i> ; Hancock, <i>Australia</i> .	48 credit points of WCIV200 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to debates concerning the philosophy of democracy; 2. Demonstrate an understanding of major philosophical issues relevant to debates concerning the philosophy of democracy; 3. Critically assess competing approaches relevant to debates concerning the philosophy of democracy; 4. Argue clearly and logically for a position, backed by reasons.	1. Essay 40%	1,2,3,4	1 – assured 2 – assured 4 – assured 5 – assured 6 – assured
										2. Capstone Project Essay and Reflection 60%	1,2,3,4	1 – assured 2 – assured 4 – assured 5 – assured 6 – assured

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WCIV303	Classics of the Modern Era	Spring	3 hrs face-to-face	The modern era witnessed incredible artistic and intellectual movements connected to larger changes that swept through Europe and the United States in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries. These changes were a response to the unsettling social, political, and cultural events of that period – including the first two World Wars. Students will become acquainted with the works of great thinkers and artists of this era.	Indicative readings include: Darwin, <i>On the Origin of Species</i> (selections); Marx and Engels, <i>Manifesto of the Communist Party</i> ; Friedrich Nietzsche, <i>The Birth of Tragedy</i> ; Sigmund Freud, <i>Introduction to Psychoanalysis</i> , <i>Civilisation and Its Discontents</i> (selections); W. E. B. Du Bois, <i>The Souls of Black Folk</i> ; T.S. Eliot, <i>The Waste Land</i> ; Virginia Woolf, <i>A Room of One's Own</i> ; Simone de Beauvoir, <i>The Second Sex</i> (selections); Germaine Greer <i>The Female Eunuch</i> (selections)/Genevieve Lloyd, <i>The Man of Reason: "Male" and "Female" in Western Philosophy</i> .  This subject loops back to explore afresh questions concerning contemporary philosophy of race, gender and class – question that were first raised in <i>The Great Conversation</i> .	48 credit points of WCIV200 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to the study of exemplary masterpieces of Enlightenment thought, art and architecture; 2. Demonstrate an understanding of major philosophical issues relevant to the study of exemplary masterpieces of Enlightenment thought, art and architecture; 3. Critically assess competing approaches relevant to the study of exemplary masterpieces of Enlightenment thought, art and architecture; 4. Argue clearly and logically for a position, backed by reasons.	1. Essay 40%	1,2,3,4	1 – assured 2 – assured 4 – assured 5 – assured 6 – assured
										2. Exam 60%	1,2,3,4	1 – assured 2 – assured 4 – assured 5 – assured
WCIV304	The Self in Western Thought and Art	Spring	1-hour lecture; 2-hour tutorial	In <i>Measure for Measure</i> , Act 2, scene 2, 114–123, Isabella speaks of the self as “a glassy essence”. This harkens back to a longstanding idea in Western thought and art, bolstered by Cartesian philosophy, that selves have an essence –whether divine or otherwise– that stands apart from the rest of nature. Students will reflect on how this idea is repeatedly portrayed down the ages	Students will engage with contemporary philosophical debates about the nature and types of selves, of the sort set out in <i>The Oxford Handbook of The Self</i> (ed. S. Gallagher). They will confront questions such as: Are there any such things as selves? Is the self is any kind of thing? If there are selves, are they to be understood in	48 credit points of WCIV200 level subjects	BAWCiv and double degrees only	None	1. Critically employ concepts relevant to theories of the self; 2. Demonstrate an understanding of major philosophical issues relevant to theories of the self and how the self is represented in Western thought and art;	1. Essay 40%	1,2,3,4	1 – assured 2 – assured 3 – assured 4 – assured 5 – assured 6 – assured



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				in great works of art and literature. They will then use Charles Taylor's <i>Sources of the Self</i> , to structure their investigation into the various sources of modern selfhood, and our tendencies to lean to realist and romantic self-conceptions.	phenomenological, minimal or narrative terms, or some combination of these? Students will explore the tension between naturalism and abstraction, realism and romanticism.  Indicative readings include: <i>Beowulf</i> ; Selected Norse Sagas; Blake; Wordsworth; Walt Whitman – selected poems; Emerson, <i>Self-reliance</i> ; Kafka, <i>The Metamorphosis</i> ; Dostoyevsky, <i>Notes from Underground</i> ; selected representations of the self in Western art. Warren, Henry Clarke, <i>Buddhism in Translations</i> ; 1854-1899 (section 14-17).				3. Critically assess competing approaches relevant to understanding the self and its representation in Western thought and art; 4. Argue clearly and logically for a position, backed by reasons.	2. Digital Object and Autobiographical Reflection 60%	1,2,3,4	1 – assured 2 – assured 3 – assured 4 – assured 5 – assured 6 – assured

## BA IN WESTERN CIVILISATION HONOURS: COURSE LEARNING OUTCOMES

Students graduating from this course will be able to demonstrate:

1. Enhanced capacities to critically engage with pressing questions relating to the study of Western thought, art and architecture through advanced research;
2. In-depth knowledge and critical understanding of a chosen topic of research;
3. Mastery of cornerstone research methods in the liberal arts;
4. Awareness of the requirements of integrity and ethics and the rights and safety of others in relation to research;
5. Advanced research skills needed for producing independent research; research proposals; and extended arguments.

Subject Code	Subject Name	Session	Delivery Mode	Subject Description	Topics Covered	Pre or co-reqs	Restrictions	Equivalent subjects	Subject Learning Outcomes	Assessment Tasks and weighting	Subject Learning Outcomes Covered (1,2 etc)	Course Learning Outcomes (introduced, developed, assured)
WCIV480	Research in the Liberal Arts	Autumn	2-hour seminar	Students will gain a practical understanding of issues of fundamental importance for carrying out advanced independent research in the liberal arts. Training in this subject will focus on the following topics: how to choose a non-trivial thesis topic; how to write a research proposal; which methods should be used in designing and planning a liberal arts research project; and what is required for writing strong research papers.	Students will have the opportunity to test their ideas by presenting their work through work-in-progress sessions. Students will learn: what is required for developing a research career in the liberal arts; strategies for publishing in strong venues; why it is important to work on topics that have impact beyond academia; and what should be included in a competitive CV.	BA in WCiv with an average of at least 75% and at least two distinctions in 300-level WCiv subjects.		None	1. Critically analyse opportunities for research in the liberal arts in writing.	1. Analytic Report (25%)	1, 3	1-3 introduced/d eveloped/ass ured
									2. Engage at, an advanced level, with contemporary debates in an area of the liberal arts.	2. Presentation (25%)	1, 2, 3	1-4 introduced/d eveloped/ass ured
									3. Critically analyse opportunities for and responsibilities of research in the liberal arts in writing and orally. 4. Develop a research proposal and engaging in liberal arts research that advances an extended argument at a sophisticated level.	3. Research proposal (50%)	1, 2, 3, 4	1-5 introduced/d eveloped/ass ured