



UNIVERSITY
OF WOLLONGONG
AUSTRALIA



School of Liberal Arts Highlights Report 2020

FACULTY OF THE ARTS, SOCIAL SCIENCES AND HUMANITIES



University of Wollongong

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We acknowledge the traditional custodians of the lands on which the University of Wollongong is situated. We pay our respects to Aboriginal elders past, present and emerging, who are the knowledge holders and teachers. We acknowledge their continued spiritual and cultural connection to Country. As we share knowledge, teaching, learning and research within this university we also pay respect to the knowledge embedded forever within the Aboriginal custodianship of Country.



Purpose

The primary mission of the School of Liberal Arts (SOLA) is to provide its high achieving students – our future thought leaders – with an unprecedented opportunity to participate in Western civilisation’s on-going, great conversation. This Annual Report details key achievements that mark milestones for UOW’s Bachelor of Arts in Western Civilisation degree since its creation. Working in close partnership with the Ramsay Centre for Western Civilisation, the School’s academic and professional team have successfully begun to bring Paul Ramsay’s vision to life.

The School of Liberal Arts has succeeded in putting Paul Ramsay’s generous philanthropic gift to good effect. At the end of the degree’s first year of operation, our students have already proven to be among the highest performing and most satisfied student cohort at the University of Wollongong.

VISION

The Ramsay Centre's investment in the School of Liberal Arts has opened up a new chapter in the future of Australian higher education. An education in the liberal arts seeks to produce graduates who are capable of reflective understanding. Our graduates will be able to stand back, appreciate, and think well about topics of lasting and foundational importance in our lives.

UOW's Bachelor of Arts in Western Civilisation embraces an educational mission to instil a spirit of open inquiry in all of our students. They are equipped to be intellectually humble yet fearless in their evaluation of possible answers to the most challenging and abiding questions. Studying together as a collective, our students develop social skills and

virtues needed for civic participation in respectful, rational discussion and argument. We aim to create a community of erudite and articulate graduates who are capable of and invested in pursuing their education and personal enlightenment for the good of all.

Questioning and reflection are the lifeblood of UOW's Bachelor of Arts in Western Civilisation. This unique degree instils in our students a spirit of open inquiry. By putting their curious minds to work in studying exemplary works of art, literature, religion, philosophy, and science, that form the cornerstones of Western civilisation, our students develop a sophisticated understanding that, to borrow from Hutchins (1952), presents the world 'through the eyes of wisdom and genius'.



“

Let me join the chorus and congratulate you on the successful launch of the School and the BA in Western Civilisation. The world already feels a bit brighter, knowing that such a program is under sail.”



DR PANAYIOTIS KANELOS, PRESIDENT, ST. JOHN'S COLLEGE, USA

“

Our conviction is that students will be transformed through their participation in the great conversation.”

SENIOR PROFESSOR DANIEL D. HUTTO

Curriculum

Through its unique curriculum and innovative teaching and learning methods, UOW's Bachelor of Arts in Western Civilisation is already transforming students through their contact with intellectual and artistic masterpieces – the pinnacle of Western art, architecture, literature, poetry, religion, science, and philosophy.

BACHELOR OF ARTS IN WESTERN CIVILISATION

UOW's Bachelor of Arts in Western Civilisation is inspired by highly successful liberal arts programs around the globe: including, those offered by Columbia University, New York; St. John's College, Annapolis and Santa Fe, and St. Olaf College, Minnesota. UOW's degree is a unique blend that combines key elements from each of these 'great book' programmes. It has additional design features that make it unlike any other 'great book' programme in the world.

The focus of the degree is on providing students with personalised opportunities to explore and be transformed by their engagement with exemplary masterworks that rate among the most outstanding achievements of Western civilisation.

CORE STRUCTURE AND SUBJECTS

The Bachelor of Arts in Western Civilisation, and suite of related degrees, constitute an original and distinctive liberal arts program. Students can choose to complete a single Bachelor of Arts in Western Civilisation degree or a double degree combination with:

- [Bachelor of Laws](#)
- [Bachelor of International Studies](#)
- [Bachelor of Creative Arts](#)
- [Bachelor of Politics, Philosophy and Economics](#)

All students are required to complete the following 16 core Western civilisation subjects within their single or double degree combinations.

YEAR 1	YEAR 2	YEAR 3
WCIV101 - The Great Conversation	WCIV201 - Classics of the Middle Ages and Early Renaissance	WCIV301 - Thought and Reality: Idealism versus Realism
WCIV102 - Classics of Ancient Greece	WCIV202 - Early Modern Philosophy: Rationalism versus Empiricism	WCIV302 - Classics of the Modern Era
WCIV103 - Wisdom, Truth and Reason	WCIV203 - Philosophy of Religion: Reason, Faith and Revelation	WCIV303 - Philosophy of Democracy: Britain, America, Australia (Capstone)
WCIV104 - Aesthetics: Masterpieces of Western Art and Architecture	WCIV204 - Literature of the Late Renaissance	WCIV304 - The Self in Western Thought and Art
WCIV105 - Classics of the Roman Republic and Empire	WCIV205 - The Rise of Western Science	
WCIV106 - The Good Life and the Virtues	WCIV206 - Classics of the Enlightenment and the Age of Revolutions	

At its core, UOW's Bachelor of Arts in Western Civilisation comprises 16 period-based and philosophy-focused subjects. Each subject is designed as a thematic tour that allows our students to traverse through a carefully curated terrain of landmark works which are central to the legacy of Western civilisation.

To give a small sense of what our students experience, by the end of year one the first student cohort have become deeply acquainted with the classics of Greece and Rome through the seminal work of its poets and playwrights, including Homer, Sophocles, Euripides, Aristophanes, Horace, Virgil, Ovid and Lucretius. Our students develop a reflective understanding of how works art and architecture speak to one another and to us across time. Students achieve this by exploring the nuances of masterpieces such as Van Gogh's *The Starry Night*, Mozart's *Requiem*, Welles' *Citizen Kane*, the Colosseum, and other works down the ages by artists and authors as varied as Jane Austen, T.S. Elliot, Henry James, Andy Warhol, Oscar Wilde.

Through carefully planned and curated intellectual and aesthetic adventures of this sort, UOW's version of the Bachelor of Arts in Western Civilisation opens the door to countless great conversations. These conversations occur naturally as our students, working together with the support of our academic team, come to terms with the views of giants such as Plato, Aristotle, Hypatia, Hume, Kant, Marx, Freud, and Nussbaum – on such things as art, epistemology, the virtues and the good life.

TEACHING METHODS

Our students enjoy and benefit from an array of learning opportunities. These take the form of weekly set readings, lecture precis, context-setting lectures, structured seminar tasks, and small group tutorials. These teaching methods work in concert to acquaint students with the nuances of primary works under scrutiny and to maximally challenge them to think critically, for themselves, about the material they encounter in their studies.

Students are supported by assessment training activities in order to help them achieve the best outcomes for their critical reviews, essay plans, essays, exams, and group presentations. Students hone their ability to think and write skilfully by consultation with academic staff and by revising their work in special sessions devoted to the peer review of essay plans and drafts.

The feedback from students has been robustly positive about the benefits of this mix of methods: “Thought experiments are my favourite part of the course. I think I learn more in the seminar than anywhere else. It allows me to tease out my own ideas and opinions and the opinions of others that I may not have considered”; “Precis have proven instrumental in my understanding of each week’s content”. A remarkable 100 per cent of students confirmed they regarded the lectures as valuable in response to our most recent survey. Students are equally enthusiastic about the assessment training they have received: “I have already learnt skills to take into my private life, not the least of which is my improved ability to write more persuasively and succinctly than I thought I was capable of doing.”

The Socratic Method used in our small group tutorials creates an environment in which staff and students alike benefit from these personalised learning experiences. As one staff member reports, “I find that I’m learning from the students... It was quite illuminating to hear them talk. It made me feel like we are doing something important for them in this degree that goes far beyond anything to do with acquiring knowledge. Students learn how to experience great works by making an effort of reflection and analysis, and by taking seriously their own experience.” Another staff member remarks on the impressive level of discussion and analysis in tutorials, noting signs of “sophistication that I had hitherto only come to expect from much more senior students, perhaps even third years. Suffice to say some Oxbridge scholars writing on this topic have yet to develop such a sensitive position.”



COURSE DELIVERY DURING THE GLOBAL PANDEMIC

Opening the doors to students in our first year proved challenging. Along with the rest of the Higher Education sector, UOW initiated a range of high-level structural changes in response to the threat of COVID-19. Due to social distancing rules set by the Federal Government and as part of a University-wide initiative, the Bachelor of Arts in Western Civilisation degree was delivered online from 6 April 2020.

With strong support from the University's Learning, Teaching and Curriculum Unit, our academic staff were successful in converting the core structure of our face-to-face delivery mode into a fully online delivery mode. Our lectures were pre-recorded and the seminars and tutorials were delivered via Zoom. While the seminars kept students engaged as a group, the small tutorial groups proved crucial to enhancing the online experience.

The School regularly updated students about the transition to online teaching. Students were invited to join the SOLA Central directory and SOLA Chat to support engagement during isolation. The School also conducted additional surveys to keep track of their online course experience.

ONLINE DELIVERY STRUCTURE	
Lectures (1 hour)	<ul style="list-style-type: none"> – Pre-recorded, download from subject Moodle sites – 3 x 20 minute blocks/chapters with a short checkpoint question and activity after each block
Seminars (1 hour via Zoom)	<ul style="list-style-type: none"> – Seminar preparation <ul style="list-style-type: none"> – 10 min – Read weekly thought experiment and any contextual material – 10 min – Interview partner with set questions via Zoom – students randomly assigned partners each week. – 10 min – Students wrote down the key points of their partner's answer and uploaded to subject Moodle site by pre-set time (e.g. 1 hour before the weekly live seminar discussion) – Seminar discussion during the same weekly seminar time (unless otherwise notified) <ul style="list-style-type: none"> – 15 minutes – seminar leader asked for volunteered answers from interviewers ('yes', 'no', 'maybe') – 15 minutes – seminar leader called out for answers to a short series of general questions
Tutorials (1 hour via Zoom)	<ul style="list-style-type: none"> – Student-led tutorials, in current tutorial groups – In specified weeks: Peer-review of work by partners were prepared off-line, prior to the tutorial – comments were uploaded to subject Moodle site
Examinations	<ul style="list-style-type: none"> – Exams were downloaded and uploaded via the subject Moodle site during the exam period

“The Bachelor of Arts in Western Civilisation degree achieved the strongest subject evaluation results and achieved the highest proportion of Distinctions and High Distinctions in the University in 2020. This is an outstanding achievement from a degree in its first year of operation, and especially given the bar set by the University's other very high performing programs.”



PROFESSOR THEO FARRELL, DEPUTY VICE-CHANCELLOR (EDUCATION)

Students and UOW Ramsay Scholarships

After rigorous panel review in October 2019, thirty generous UOW Ramsay Scholarships were awarded to the first student cohort of high-calibre scholars studying for their Bachelor of Arts in Western Civilisation.

SELECTION PROCESS

The Faculty successfully developed robust admissions and scholarship processes. Course applicants were assessed on their predicted selection ranking, a written essay, and a phone interview.

Those course applicants who applied for a UOW Ramsay Scholarship were assessed on their predicted selection ranking, a written essay (submitted with course application), a cover letter and resume, and an on-campus interview with a Scholarship Panel.

The University received 71 scholarship applications for its first student cohort starting in 2020. Of these, 43 applicants were interviewed and based on the recommendations of the selection panel, the University awarded 30 scholarships.

SCHOLARSHIP INTERVIEWS

Scholarship interviews were held at the University of Wollongong main campus on 2 and 3 October 2019. The event commenced with a welcome speech given by the Executive Dean and was attended by the scholarship panel members, applicants, and their families.

Three simultaneous panels conducted interviews over two days. Each panel included a UOW academic staff member, one Ramsay Centre for Western Civilisation representative, and one independent member. Before the interviews, applicants underwent a group exercise with their peers as an 'ice breaker'.

The selection panel were incredibly impressed with the quality of the applicants and the smoothness of the UOW process and administration. As one panellist summed it up: "It was a pleasure to be among such competence and goodwill."



STUDENT TESTIMONIALS

“

The Bachelor of Arts in Western Civilisation is an engaging degree that encourages deep contemplation. The small class sizes and constant opportunity for discussion fosters a strong sense of community within the cohort. This discussion is valuable in deepening my understanding of the course content and in allowing me to think in new ways about the many thinkers and texts studied in this degree.”

- JASMIN

“

My first year studying the Bachelor of Arts in Western Civilisation has been such a rewarding experience. I wasn't really sure what to expect from the course but each week provides thought-provoking classic texts, passionate debates and discussions and a deep analysis of philosophical concepts. The collaboration and discussion opportunities is well beyond any academic experience I have been a part of. Between the SOLA lounge and the seminar discussions, collaboration is a well-supported basis of the course and much of my own understanding has come from discussion and debate between peers and with staff. I've felt supported and challenged at every stage of the course so far and I'm look forward to completing the remainder of the degree!”

- PHILIP

“ One thing I wanted to share was the importance of the aspects of the degree, that go beyond getting to grips with the ideas of, say, Kant or Aristotle. The skills and abilities that the degree imparts - problem solving, critical thinking – allow you to grow within yourself.

The ability to deeply analyse things is of value not only in the study of philosophy, history and literature: it can be applied to all of the challenges we face in the modern world. I know already, through the study of this degree, I've been able to look at things I thought I knew in life and to have new ideas about those topics and to question what I used to think. I know with more study I will only expand and grow.

It's important not to just develop and use these abilities for study at university, but to apply them to one's life as a whole.”

- MADISON

Leadership, people and governance

UOW has appointed a strong team of academic and professional staff who are committed to delivering and supporting student-centred learning and a personalised approach to teaching. The team aspire to producing a world-class scholarship. All staff actively participate in the governance activities of the School including community, promotional and professional engagement activities.

STAFF

SOLA STAFF APPOINTMENTS

Staff appointments commenced with the Head of School appointment in early 2019, followed by the appointment of the School Manager, two administrative staff, and four academic staff later in the year. A further two academic appointments were made in mid-2020.

The selection panels have worked to ensure that the curriculum is informed by appropriate teaching expertise and scholarship. The School has successfully recruited staff, both within Australia and from abroad, with expertise in the periods and topics to be taught but who are also capable of taking a critical stance on the degree's subject matter and related contemporary issues.



POSITION	LEVEL	CONTRACT TERM
Head of School	Academic - E	January 2019 – December 2024
Senior Lecturer	Academic - C	January 2021 – December 2027
Senior Lecturer	Academic - C	January 2021 – December 2027
Lecturer	Academic - B	6 Jan 2020 to Dec 2027
Lecturer	Academic - B	6 Jan 2020 to Dec 2027
Lecturer	Academic - B	20 Jan 2020 to Dec 2027
Lecturer	Academic - B	1 March 2020 to Dec 2027
Lecturer	Academic - B	1 Jul 2020 to Dec 2027
School Manager	Professional - 6/7	20 May 2019
Student Success Officer (PT)	Professional - 5	6 Jan 2020 to 5 January 2025
Administrative Assistant (PT)	Professional - 3/4	25 November 2019 - 24 November 2024

SCHOOL OF LIBERAL ARTS STAFF AND GOVERNANCE ROLES

GOVERNANCE ROLE	STAFF MEMBER	POSITION
School Leadership	Snr Prof Daniel Hutto	Head of School
Academic Program Director	Dr Michael Kirchhoff	Senior Lecturer
Head of Research	Dr Glenda Satne	Senior Lecturer
Head of Students	Dr Anthony Hooper	Lecturer
Head of Postgraduate Studies/Honours Coordinator	Dr Talia Morag	Lecturer
Chair of Assessment Committee/Assessment Officer	Dr Bernardo Ainbinder	Lecturer
Academic Integrity Officer	Dr Elena Walsh	Lecturer
Academic Program Director (shadow)	Dr Cathy Mason	Lecturer
Staff and Student Support	Teresa Crosland	School Manager
Student Support	Kirsten Mawby	Student Success Officer
Staff and Student Support	Sally Cole	Head of School Assistant



The staff are what makes this degree so enjoyable. The academic staff are very open and make the environment comfortable so that I can ask questions and propose ideas without fear of judgment. The professional staff have been very kind and helpful in every interaction I have had with them.”

STUDENT FEEDBACK

ACADEMIC STAFF PROFILES



SENIOR PROFESSOR DANIEL D. HUTTO

Senior Professor Daniel D. Hutto is a Professor of Philosophical Psychology and Head of the School of Liberal Arts at the University of Wollongong. He has served on the Australian Research Council College of Experts, chairing its Humanities and Creative Arts panel. He conducts peer reviews for national grant awarding bodies worldwide such as European Research Council, Arts and Humanities Research Council, UK; National Endowment for the Humanities, USA. He has been involved in 12 research grants and is the author of award-winning, highly cited research (over 6,000 citations), with 7 books (3 with MIT Press) and over 130 research papers in peer-reviewed journals and books chapters to his name. He is co-author of the award-winning *Radicalizing Enactivism* (MIT, 2013) and its sequel, *Evolving Enactivism* (MIT, 2017). Other of his books, include: *Folk Psychological Narratives* (MIT, 2008) and *Wittgenstein and the End of Philosophy* (Palgrave, 2006). He is editor of *Narrative and Understanding Persons* (CUP, 2007) and *Narrative and Folk Psychology* (Imprint Academic, 2009). A special yearbook, *Radical Enactivism*, focusing on his philosophy of intentionality, phenomenology and narrative, was published in 2006. He is regularly invited to speak internationally, not only at philosophy conferences but at expert meetings of anthropologists, clinicians, educationalists, narratologists, neuroscientists and psychologists.

As the architect of UOW's Bachelor of Arts in Western Civilisation, Hutto incorporated teaching innovations into the degree that were first developed in the University of Hertfordshire philosophy program and for which it was rated 'excellent', having been awarded a perfect grade of 24 out of 24 after extensive review by the Quality Assurance Agency in 2001. He also drew on the best elements of his own undergraduate experiences when designing UOW's Bachelor of Arts in Western Civilisation degree. While studying for his Bachelor of Arts at Marist College, a small liberal arts college in upstate New York, he took part in a formative honours program which sought to "provide the student with a philosophical and historical perspective on the contemporary value question, the problem of defining a fully human life and creating a fully human world". He completed his Bachelor of Arts in Literature with Philosophy at the University of St. Andrews, Scotland's first university, benefiting from its over 600 years of history and tradition.



DR ANTHONY HOOPER

Dr Anthony Hooper specialises in Ancient Philosophy, working particularly on Plato and Pre-Socratic Philosophy. His research focuses particularly on intersections between Greek philosophy, poetry, and religion. Anthony's current major research project is a detailed examination of the presentation of immortality in Plato's *Symposium*, and deals particularly with concepts of identity, memory, and inspiration. He is strongly committed to collaborative, interdisciplinary research, and is currently engaged in two such projects: *Aspects of Death and the Afterlife in Ancient Greece* and *Plato on Comedy*. His wider research interests extend to Modern Philosophy (particularly 18th and 19th Century German philosophy), Classics (with expertise in Homer and Old Comedy), and Religious Studies. He also has a keen interest in Chinese Philosophy, especially Daoism. Anthony completed his PhD in 2015 in the Department of Philosophy at the University of Sydney, and joins us from Durham University, having been employed from 2016-19 as a Junior Research Fellow in the Department of Classics and Ancient History.



DR ELENA WALSH

Dr Elena Walsh specialises in the Philosophy of Mind and the Philosophy of Science. She has expertise in related areas including Moral Psychology (especially the relationship between emotion and reason) and Epistemology. She has a longstanding interest in Buddhist, Asian and comparative approaches to philosophy. Her other philosophical interests include the role of emotion in intelligent systems, and the ethical governance of emerging AI. Elena completed her PhD in 2019 at the University of Sydney. Her dissertation adopted a broadly naturalistic approach to provide a theoretical framework that explains how emotional dispositions are constructed in individuals over time. She has previously worked for the Department of Premier and Cabinet as a policy advisor, and as a researcher at the Practical Justice Initiative at the University of New South Wales.



DR CATHY MASON

Dr Cathy Mason works primarily on Ethics, and proximate areas of philosophy: Epistemology, especially Moral Epistemology, and Aesthetics. Her recent research focuses on Iris Murdoch, particularly focusing at the points in her work where the aforementioned areas of philosophy converge. Cathy is currently working on a research project concerning Iris Murdoch's Metaethics. Cathy joins UOW from the University of Oxford, Wadham College, where she currently holds a Stipendiary Lectureship in Philosophy and has taught Ethics, Practical Ethics, Theory of Politics, and Aesthetics and conducted research about friendship. In the summer of 2019, she was awarded a PhD in Philosophy from Trinity College, Cambridge for a thesis entitled 'Neglected Virtues: Love, Hope, and Humility'. Prior to her time at Cambridge, she finished her Master's degree at the University of Sheffield, and before that she read Philosophy and Theology at Trinity College, Oxford.



DR BERNARDO AINBINDER

Dr Bernardo Aïn Binder specialises in Phenomenology and Neo-Kantianism. With a strong background in the History of Philosophy, especially Kant and Aristotle, his research focuses on exploring the import of historical sources for contemporary discussions in metaphysics and meta-ontology. He is working on two closely related projects: a phenomenologically oriented defense of ontological pluralism and an analysis of the transformation of the notions of 'contingency', 'necessity' and 'apriority' in post-phenomenological thinking. Bernardo holds an Honorary Research Fellowship at the Institute for Humanities, Diego Portales University, Chile. He has been a Visiting Researcher at the Center for Subjectivity Research, University of Copenhagen and a Research Fellow at the National Council for Scientific Research, Argentina. He was the principal investigator of the Chilean National Fund for Scientific Research project Phenomenological Contributions to Transcendental Philosophy: Praxis, Truth and Autonomy and leads the international research network Phenomenology and Naturalism, funded by the Chilean National Council for Scientific Research.



DR TALIA MORAG

Dr Talia Morag works in Philosophical Psychology and, relatedly, Ethics, specialising in the philosophy of emotion, practical reasoning, the philosophy of psychoanalysis and social psychology. Her broad project is concerned with emotional well-being and making allowance for non-rational aspects of the mind. She draws on insights of Hume, James and Freud in order to construct a new associationist psychology to explain the domain of affect, including emotions, moods and sexuality, as well as unreflective social psychological behaviours such as stereotyping. She also has ongoing research interests in contemporary pragmatism, liberal naturalism and the philosophy of TV series. She is the founding director of [Psyche + Society](#), which organises public conversations in ordinary language about contemporary social problems from a psychoanalytic point of view. Talia held an Alfred Deakin Postdoctoral Research Fellowship at Deakin University, after completing her PhD in philosophy at the University of Sydney. She holds a Master in Philosophy (*Magna Cum Laude*) from the University of Paris 8, as well as a Bachelor's degree in Physics and a Philosophy Honours degree (*Summa Cum Laude*) from Tel-Aviv University.



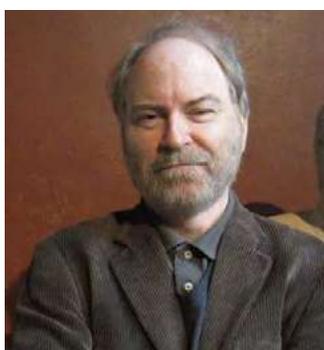
DR GLENDA SATNE

Dr Glenda Satne received her PhD in Philosophy from the University of Buenos Aires in 2009. She conducted part of her doctoral research under the supervision of Distinguished Professor Robert Brandom, at the University of Pittsburgh with support from a Mellon Foundation grant. Her training had a broad, historically-informed, humanistic focus, encompassing not only philosophy but also Greek, Latin, classical music, and the history of art and architecture. Before joining UOW as a Senior Lecturer in 2019, on the heels of a VC Post-Doctoral Fellowship, she held a Marie Curie Experienced Researcher Fellowship at the Centre for Subjectivity Research at the University of Copenhagen. She has been awarded two individual Senior Research Fellowships from Chilean Research Council (FONDECYT) and a British Academy Award. Her first monograph on Kripke's Wittgenstein appeared in 2005; her second, on social normativity, is currently under contract with Routledge. She has published in leading venues such as *Synthese*, *Inquiry*, *Philosophical Topics*. She has over 30 articles and book chapters to her name and has edited 2 scholarly collections and 3 journal special issues. She is currently member of the AAP, Australasian Association for Philosophy, Committee for the Status of Women in Philosophy and seven philosophical associations across three continents.



DR MICHAEL KIRCHHOFF

Dr Michael Kirchhoff conducts interdisciplinary research in the areas of philosophy of cognition, theoretical biology and computational neuroscience. He curated a special issue in *Synthese* (2018) exploring, for the first time, the intersection between Bayesian approaches to neuroscience and so-called 4E - embodied, enactive, extended, and embedded - cognitive science. He is the author of a co-authored book with Routledge in 2019 investigating the notion of extended consciousness from within hierarchical probabilistic schemes such as predictive processing and active inference. He has won international and national grants, and is a Chief Investigator on an Australian Research Council Discovery Project looking at the explanatory basis of minds is skilled performance. Kirchhoff is currently working with colleagues at the Australian National University on a special issue for *Biology & Philosophy* seeking to introduce formal methods from variational physics and neuroscience to the field of philosophy of biology, examining the relation between biology and psychology from the perspective of the so-called free energy principle. He is recognised as an emerging research leader in his area of expertise and was named a Rising Star in the Australian Special Reports Research Supplement 2019, listing "Australia's top 40 researchers who are less than 10 years into their careers, where the best five performers have been selected from each of the eight main disciplines [all areas of academia]." The survey was based on researchers with the highest h-index scores (Google Scholar) relative to career stage.



PROFESSOR SHAUN GALLAGHER

Professor Shaun Gallagher is a Professorial Fellow in the School of Liberal Arts. He is a recognised world leader in phenomenology and the cognitive sciences, and especially topics related to embodiment, self, agency and intersubjectivity, hermeneutics, and the philosophy of time. He is the Lillian and Morrie Moss Professor of Excellence at the University of Memphis, and Honorary Professor of Health Sciences at the University of Tromsø, Norway. His invited positions as a Professor/Researcher include Keble College, Oxford and University of Messina, Sicily, Italy. Professor Gallagher held the Anneliese Maier Research Award [Anneliese Maier-Forschungspreis] (2012-18), and is one of first philosophers to receive this 5-year Humboldt Fellowship. Gallagher is a founding editor and co-editor-in-chief of the journal *Phenomenology and the Cognitive Sciences*.

STAFF FEEDBACK

Our academic staff have closely monitored their own teaching and the student experience of it, actively reviewing the program as it unfolds in its first iteration. The School team meets for weekly catch-ups to share observations and air any concerns about teaching, learning, curriculum, assessments, and especially individual student progress and engagement. Staff are overwhelmingly positive about the program and the form it took in this first year, even in the face of the unprecedented challenge faced this year of rapidly moving all of our provision on-line. Here are some highlights:

Educational advantages, opportunities and challenges arising from the course

“I have been enormously impressed with the ability of the students independently to synthesise and compare ideas from different great texts and historical epochs. I have seen this ability nurtured in tutorials and displayed in written assessments and I think this advantage is a product of the careful design of the curriculum combined with the unique delivery methods (especially Socratic instruction in a small group setting).”

“The focus on primary texts allow students to develop their own voice and not let their thought be constrained and blocked by secondary literature”

“The primary educational advantages from the course are twofold. The first, and most prominent, are the small class sizes, which provide all students the capacity to engage in deep learning within each class. The second is the variety of pedagogical environments that we provide.”

“Having a small student cohort of high performing and highly-engaged students allows for a more personalised approach to teaching, where students can take the lead and the teacher can guide them through the topics and texts.”

“The highlights of this program are the close, slow reading of classic texts and the fact that students share the same well-planned subjects as the core of their studies for three years. We are seeing the great advantages of this stability already in the first session of teaching.”

“My experience is that students benefit greatly from sustained small-group discussion in small tutorials. Since all students are highly motivated, it has been possible to set high expectations regarding reading and participation, and I have been honoured to find that students come prepared to discuss the set text each week and engage in critical and open-minded discussion.”

“In discussions I mostly just facilitate the conversation and step in where necessary; for the most part students are engaging in active and open-minded debate with each other.”

“The peer-review and scrum format, made possible through small group tutorials, provide students with the opportunity to get feedback on their work prior to submission, thereby improving their writing and presentation skills.”

“The possibility of working with students in small groups using a text-based approach opens up the opportunity to provide an integral education in the liberal arts, where students progress through different stages in the program both gaining new knowledge but also learning critical thinking skills and writing and reading techniques.”

“After ten years of teaching there is a certain standard for which I have come to pitch my first-year lectures. I quickly discovered that this level was too low for our students, and it was necessary to revise the material appropriately. Thankfully, this was done with success.”

“There are some special educational challenges, in particular given the high achieving students and the difficulty of the primary readings. But the system in place at the school allows to deal with that very efficiently, providing a set of different learning activities to keep even the brightest students engaged and challenged.”

Advantages of teaching in small classes of students

“I have found that these small classes enable each student to participate in discussion that is much richer and more critical than is possible in a larger classroom. I feel that our classes enable deeper learning and that students are much more engaged than I have experienced in larger classrooms. The small class sizes have also made it possible to establish the expectation that each student will come prepared each week to speak critically to a text and discuss key passages with their peers”

“The key advantage is that the small group sizes provide students the ability each to engage in deep learning during any given pedagogical activity.”

“Small classes allow students, each one of them, to actively participate and engage in discussions and present and discuss their own reading of the passages.”

“They provide an opportunity for students to get to know one another and feel more comfortable to speak up to the extent that the tutorial becomes virtually entirely student-led.”

Advantages of teaching students taking a common core curriculum together

“Many students have told me that they enjoy the assigned one-on-one discussions of set topics, undertaken with an allocated partner. The opportunity to engage in partnered discussion has enabled students to discuss texts open-mindedly and critically together.”

“A number of students have mentioned that they are learning to synthesise material across multiple units and bring ideas from different works and periods of history into dialogue with each other.”

“Students build up a sense of focus, purpose, camaraderie and common knowledge by studying a common core - they have a rich base for their discussion and comparisons of the great works.”

Developing as a teacher

“Students have told me that, having read the primary text in great detail, they are now excited to question whether and how much it speaks to contemporary moral debate today.”

“Building the weekly precis provided me with the opportunity to develop my skill in building online learning activities, as well as in seeing how to construct multiple choice questions for philosophy – something I used to be sceptical of!”

“The program has made me a more self-reflective teacher, capable of thinking not only of the content to be delivered but also of the very practice of delivering it and, in particular, of how to make interaction and engagement in class the key of my teaching practice.”

Head of School mentoring

The Head of School mentors staff collectively at weekly School catch-ups and individually through formal Career Developmental Reviews on annual basis. Staff are supported by additional private discussions and meetings with the Head of School throughout the year as required or requested.

“I feel that our HOS is unfailingly generous with his time and always available to offer mentoring. I have found the most helpful aspect of his mentorship to be his willingness to talk through ideas – whether these are to do with set readings, assessment tasks, etc. – at short notice and with a view to supporting my autonomy as a teacher whilst at the same time attending to the underlying vision for the degree and SOLA. I also feel our HOS has drawn us together as a group, always actively seeking out our opinions when developing new teaching practices, and plans for outreach and other scholarly activities.”

“His insights have genuinely and dramatically developed, not merely my teaching practices, but my disposition towards my role as an academic more generally.”

“Having the possibility of receiving personalised mentoring from such an experienced world-class researcher, especially when it comes to my research strategies and prospects, is a new and extremely fruitful experience for me. I have already started reformulating by research priorities and strategies thanks to the HOS’s advice.”



SCHOLARLY ACTIVITIES

Academics in the School of Liberal Arts have been active in scholarship and research throughout 2019 and 2020. Between them they have produced over 80 articles and book chapters during this period. This is impressive given that the School was only established in 2019 and the bulk of the staff are Early Career Researchers in their first year of full-time employment. To their credit, their work has regularly appeared in top-rated international journals including:

- *Continental Philosophy Review*
- *Inquiry*
- *Mind and Language*
- *Philosophical Studies*
- *Philosophy, Psychology and Psychiatry*
- *Studies in History and Philosophy of Science*
- *Synthese*
- *The Philosophical Quarterly*

They have also published chapters in edited volumes with the very best university presses: Cambridge, Harvard, Oxford, and the MIT Press.

Some major publication highlights include: Kirchhoff and Kiverstein's 2019 book, *Extended Consciousness and Predictive Processing: A Third-Wave View*, published with Routledge, and Shaun Gallagher's 2020 book, *Action and Interaction*, published by Oxford University Press. This year also saw the third edition of Gallagher and Zahavi's award-winning, *The Phenomenological Mind*, which was rated as an Outstanding Academic Title by Choice, as well as a paperback edition of *The Oxford Handbook of 4E-Cognition*, that Gallagher edited with Newen and De Bruin.

The School saw its first PhD completion in 2019. Miguel Segundo Ortin's dissertation was awarded with special commendations for an outstanding thesis by both its international examiners. Miguel was appointed to the position of Postdoctoral Researcher in SOLA's ARC Discovery Project, Mind in Skilled Performance, until July 2020. He has now taken up a second Postdoctoral Researcher position on a project funded by the Netherlands Organisation for Scientific Research at the University of Utrecht, under the supervision of Dr. Annemarie Kalis. A second PhD student, Ines Hipolito, submitted her PhD thesis for examination in 2020, and has already secured a Postdoctoral Research position on a three-year project at Humboldt University's Berlin School of Mind and Brain.

Indicators of esteem this year include Professor Gallagher being invited: to join the Scientific Board of Philological-Literary, Historical-Philosophical and Artistic Sciences at the University of Parma; to be a Visiting Research Professor, at Sapienza, Università di Roma from May to June 2019, and to deliver the Venetian Lectures, *Lezioni Veneziane di Filosofia*, a series of four lectures at Ca' Foscari University of Venice in September 2019. Senior Professor Hutto was invited to update the *Stanford Encyclopedia Entry* on 'Folk Psychology as Theory' and to deliver the prestigious [Gottlob Frege Lectures in Theoretical Philosophy](#): The Frege Lectures were first established in 2007 and are series delivered each year by distinguished, world renown philosophers.

“The students were prepared and engaged, the level of discussion was high, the conversation went smoothly, and they seemed to visibly enjoy themselves.”

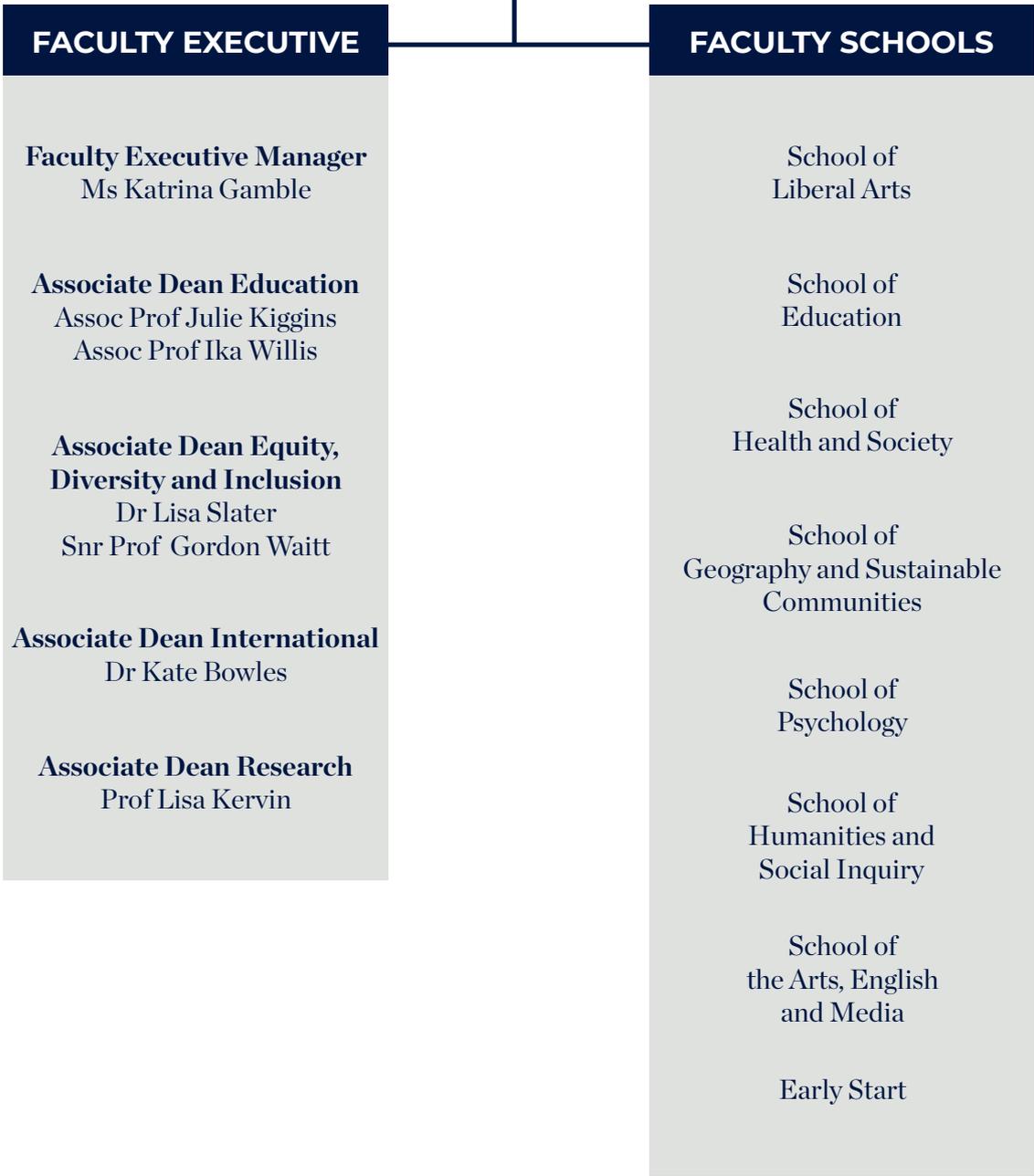
DR TALIA MORAG



SCHOOL WITHIN THE FACULTY ORGANISATIONAL STRUCTURE

FACULTY OF THE ARTS, SOCIAL SCIENCES AND HUMANITIES

Executive Dean
Professor Glenn Salkeld



SCHOOL ORGANISATIONAL STRUCTURE

SCHOOL OF LIBERAL ARTS

Head of School
Senior Professor Daniel Hutto

School Manager
Teresa Crosland

Senior Lecturer
Dr Michael Kirchhoff
January 2021

Senior Lecturer
Dr Glenda Satne
January 2021

Lecturer
Dr Cathy Mason
January 2021

Lecturer
Dr Bernardo Ainbiner

Lecturer
Dr Anthony Hopper

Lecturer
Dr Talia Morag

Lecturer
Dr Elena Walsh

Student Success Officer
Kirsten Mawby

Administrative Assistant
Sally Cole

SCHOOL OF LIBERAL ARTS ADVISORY BOARD

The School of Liberal Arts has an independent advisory board comprised of international academics of high standing and local community experts. Its current members include:

ADVISORY BOARD MEMBER	
Professor Mark Alfano	Australian Catholic University, AU
Professor Paul Chandler	Former Pro Vice-Chancellor Inclusion and Outreach, University of Wollongong, AU
Professor Rita Charon	Executive Director of the Program in Narrative Medicine, Columbia University, USA
Dr Mark Damien Delp	Former Dean, Zaytuna College, USA
Shaykh Umar Faroqoh	Nawawi Foundation, USA
Associate Professor Karen Green	University of Melbourne, AU
Professor Simon Haines	CEO Ramsay Centre, Sydney AU
Professor John Haldane	Newton Rayzor Sr. Distinguished Chair in Philosophy at Baylor University, USA and University of St. Andrews, UK
Professor Mari Hatavara	Professor of Literature, University of Tampere, Finland, EU
Professor Jesús Ilundáin-Agurruza	Linfield College, USA
Dr Pano Kanelos	President, St. John's College, USA
Dr Anita Leirfall	Associate Professor, University of Bergen, EU
Dr Stephen McInerney	Academic Director and Deputy CEO, Ramsay Centre, Sydney, AU
Professor David Rosenthal	The Graduate Centre, City University of New York, USA
Dr Anthony Rudd	Associate Professor, St. Olaf College, USA
Associate Professor Neil Sinhababu	National University of Singapore
Professor Sonia Sikka	University of Ottawa, CA
Professor Eleonore Stump	Robert J. Henle, S.J., Professor of Philosophy, Saint Louis University, USA
Dr Nuno Carlos Venturinha	Assistant Professor, NOVA University of Lisbon, EU

Facilities

UOW has created a welcoming learning physical environment and infrastructure in the School of Liberal Arts that is designed to foster a spirit of community and collegiality amongst all staff and students.



SCHOOL OF LIBERAL ARTS (SOLA) WING

The School of Liberal Arts is situated in a centrally located building close to all amenities including on-campus student accommodation.

The building works that created the School's physical infrastructure, staff offices and the SOLA Lounge were completed in mid-December 2019. The UOW Art Collection put the finishing touches on our corridors, bringing them to life with an array of beautiful paintings, including Joe Tilson's 2005 series: *The Nine Muses*.



STUDENT LOUNGE

The Student Lounge has proved to be a great initiative. From the first day of semester students have been using the space every day to study and socialise. The Lounge is equipped with a large IT screen with video conferencing capabilities and various sitting areas suitable for socialising and teaching.

The School is building up a small library of works related to the curriculum which includes the complete set of The Great Books of the Western World (60 volumes). Students have access to a brand new kitchen with seating areas directly across from the Student Lounge.

“ We have all the books that we're reading on hand, it's kind of like a home base for all of us in between classes, we can all come back and converse and talk about our tutorials. I use this space a lot.”

STUDENT FEEDBACK



STAFF OFFICES

Staff offices are equipped with stand-up desks, additional seating for meetings and bookshelves. There is also a staff meeting room fully equipped with an IT screen and video conferencing capabilities.

STUDENT ACCOMMODATION

Campus accommodation at the UOW Kooloobong Village is guaranteed for all UOW Ramsay Scholars for the duration of their degree. At the commencement of 2020, 16 of the 30 UOW Ramsay Scholars were living on campus, but due to the COVID-19 outbreak, most scholars moved back home to be with their families.

STUDENTS LIVING AT UOW	SCHOLARS AT THE START OF 2020	NON-SCHOLARS	DURING COVID-19 ISOLATION
Kooloobong Village	14	0	3
Campus East	1	0	1
Market View	1	0	1
Total	16	0	5



“ I live on campus at Kooloobong village which has been a great experience. It’s also allowed me to be able to have easy access to campus.”

STUDENT FEEDBACK

Events

The School hosts a range of extra-curricular events, including social gatherings, invited academic talks, and staff-student retreats, often involving speakers from Australia and the rest of the world. These initiatives serve to develop a strong sense of identity, community and collegiality among our staff, students, external visitors and our Ramsay Centre partners.

SOLA EVENTS

The School regularly hosts events, both social and academic, providing staff and students opportunities to connect with important visitors and to learn from established scholars and influential thinkers both from within Australia and abroad.

UOW RAMSAY SCHOLARS WELCOME CEREMONY

UOW's former Chancellor, Ms Jillian Broadbent AC, hosted the function and welcomed the inaugural recipients of the University of Wollongong Ramsay Scholarships, made possible by the partnership with the Ramsay Centre for Western Civilisation. The welcome ceremony was well received by all in attendance including scholars, families, Ramsay Centre representatives, and University academic staff.



STUDENT AND STAFF WELCOME LUNCHEON

School staff hosted an informal welcome luncheon for the Bachelor of Arts in Western Civilisation students, which was held in the SOLA Student Lounge in the first week of semester. The Head of School welcomed students and invited them to enjoy their new space, which includes comfortable seating, and study spaces that include IT facilities and a collection of the great books of Western civilisation.

INTERNATIONAL CONFERENCE – MIND IN SKILLED PERFORMANCE

In February 2020, the School proudly hosted a two-day international conference: [Understanding and Explaining Skilled Performance: Looking Across Traditions](#), as part of its [Australian Research Council Discovery project – Mind in Skilled Performance](#). The conference focused on evaluating explanatory proposals about the cognitive basis of skilled performance, as well as considering what non-analytic philosophical traditions of thought and practice – phenomenology, pragmatism and Japanese Dō – can contribute to our understanding of the phenomenon under investigation. The event provided an excellent opportunity to share ideas and enabled the production of many fine papers that will be published in as special issue of the journal *Synthese*.

STUDENT AND STAFF RETREAT

In May 2020, we held our first Student and Staff Retreat. Originally planned as a weekend away, the retreat was converted into an online event due to restrictions. We hosted talks from special guest speakers and lots of fun student-led activities.

We were delighted that Professor Simon Haines, CEO of The Ramsay Centre for Western Civilisation, agreed to deliver a rousing opening speech. Professor Rick Benitez, University of Sydney, organised an academically-focused game for students that challenged our students to identify famous '-isms' based only on graphics. Professor Jesús Ilundain, Lindfield College, delivered a talk on improvisation and expertise. Finally, Professor Eleonore Stump, Robert J. Henle Professor of Philosophy at Saint Louis University, delivered an eloquent and engaging presentation on [Mind-reading and the Human Knowledge of Persons](#).

Student-led activities included a social mixer, ice-breaking games such as 'Would I lie to you?' and Kahoot, and a student-chaired discussion on the question of whether group minds are possible.

Despite the obvious challenges of having to conduct the event online, the retreat was, in the end, a resounding success and much appreciated by students.

AGORA SPEAKER SERIES

The School hosted a new series of talks, the Agora Speaker Series – delivered by accomplished academics internal and external to the School. In its inaugural year, the School hosted 12 speakers in the Agora Series. Each speaker delivered two talks: one aimed at undergraduates and the other aim at scholars. All talks are open to members of the School of Liberal Arts, other members of the University and the general public. All students enrolled in the Bachelor of Arts in Western Civilisation are strongly encouraged to attend.

2020 PROGRAM

12 March – Professor Shaun Gallagher (University of Memphis/UOW)

Undergraduate talk: Can meditation make you sick?

Research talk: The meditating self

9 April – Professor Dirk Baltzly (University of Tasmania)

Undergraduate talk: Stoicism for dummies

Research talk: Ataktos a dialogue on Stoic ethics (associated reading)

23 April – Dr Anthony Hooper (University of Wollongong)

Undergraduate talk: Platonic immortalities – Soul, mind, and memory

Research talk: Soul, mind, or memory?: Resolving the mystery of immortality in Plato's Symposium

7 May – Dr Michael Kirchhoff (University of Wollongong)

Undergraduate talk: Introducing the extended mind

Research talk: Dissolving the causal-constitutive fallacy: Diachronic constitution and the extended mind

21 May – Dr Elena Walsh (University of Wollongong)

Undergraduate talk: Emotion theory: Introductory survey and discussion of new approaches

Research talk: Same but different: What explains individual variation in emotional response?

6 August – Professor Stephen Hetherington (University of New South Wales)

Undergraduate talk: Title: The Gettier problem – the usual story

Research talk: Title: *The Gettier problem – a new story*

20 August – Dr Bernardo Aïn binder (University of Wollongong)

Undergraduate talk: Title: Is seeking for truth an ethical demand?

Research talk: Title: Philosophy as a way of life - Phenomenology on rational grounding

3 September – Professor Jennifer McMahon (University of Adelaide)

Undergraduate talk: Title: What has taste got to do with it?

Research talk: Title: Insight or rhetoric: what we can learn from fiction

17 September – Dr Talia Morag (University of Wollongong)

Undergraduate talk: Changing our behaviours in response to reason

Research talk: Contemporary associationism

8 October - Professor John Haldane (University of St. Andrews)

Undergraduate talk: The complexities of culture.

Research talk: Aquinas and analytical Thomism - a short history

22 October - Dr Glenda Satne (University of Wollongong)

Undergraduate talk: Exploring collective intentional actions: methodological remarks

Research talk: Practical knowledge and shared agency. Pluralising Anscombe's view



CONTACT INFORMATION

T: +61 2 4221 4160

E: sola-enquiries@uow.edu.au

School of Liberal Arts
Faculty of the Arts, Social Sciences and Humanities
University of Wollongong
Northfields Avenue
WOLLONGONG NSW 2522
AUSTRALIA



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