ARTS2362

Alienation and Social Critique

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Simon Lumsden	s.lumsden@unsw.edu.au		Morven Brown 335	0293852369

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Philosophy*

This course asks how a society can legitimately criticise itself. It examines why it is that notions such as freedom, self-determination and historical progress have come to assume a central place in modern life. Are there plausible ways to judge some particular developments of social life as progressive or regressive? Are some forms of social life 'pathological'? Is the price of modern freedom alienation from ourselves and the natural world? The themes discussed in this course may include: alienation, ideology, modernity, totalitarianism, psychoanalysis and power. Thinkers who may be examined include: Rousseau, Kant, Hegel, Feuerbach, Nietzsche, Marx, Lukács, Weber, Freud, Heidegger, Adorno, Horkheimer, Arendt, Foucault and other influential figures in critical social philosophy.

At the conclusion of this course the student will be able to

1. Evaluate the merits and limitations of key approaches to the philosophical problem of modernity and social philosophy
2. Assess distinct positions with regard to alienation, freedom and social critique in key works in Western philosophy
3. Critically appraise the relevance of key approaches to alienation, freedom and social critique in modern philosophy to contemporary society.
4. Develop and enhance skills associated with philosophical inquiry, such as: critical analysis, textual interpretation, argument and written expression.

Teaching Strategies

The course will normally be taught with a two-hour weekly lecture, and a one-hour discussion-based tutorial. Lectures will be interactive, and student participation is encouraged. Lectures will cover key themes and specific texts in modern philosophy, as well as background historical issues. Through a selection of readings, exercises, and small group discussions, the course will develop students' ability to read, analyse, criticise, discuss, and interpret philosophical texts. The research portfolio, which is designed to encourage students to engage thoroughly with the prescribed weekly readings *before* class and to prepare questions for the tutorial, is a core element of the teaching strategy of the course. We expect students to participate in this course by attending lectures, engaging with others in tutorials and online discussions (where applicable) and to complete the required reading in preparation for tutorials and lectures. Tutorials will also discuss research skills and writing skills.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Short essay	25%	24/08/2018 05:00 PM	1,4
Essay	40%	01/11/2018 05:00 PM	1,2,3,4
Research Portfolio	35%	19/10/2018 05:00 PM	1,2,4

Assessment Details

Assessment 1: Short essay

Start date: 24/08/2018 05:00 PM

Length: 1200words

Details: This is a short essay, completed within the first five weeks of the course that is primarily a close reading exercise. Students must explain and interpret a key paragraph from a canonical work in philosophy.Feedback is written and/or marking sheet or rubric.Length 1200 words

Additional details:

Detailed instructions will be available on Moodle closer to submission date

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 2: Essay

Start date: 01/11/2018 05:00 PM

Length: 2200 - 2500 words

Details: This is the final assessment task for attendance purposes. Feedback is written comments and or a marking sheetMajor essay on a key figure or theme in the course.2200 words

Additional details:

Detailed instructions will be available on Moodle closer to submission date

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Research Portfolio

Start date: 19/10/2018 05:00 PM

Details: A research portfolio where students address issues and questions from their weekly readings for the course. The portfolio is a record of students' preparation for class each week.Students will write as a minimum 6 x 300 word reading summaries and textual analysis as well as a 200 word reflection on the research portfolio itself.The written form of the portfolio is less formal than an essay and may be a mix of prose and bullet points.This portfolio requires students to reflect on their own learning in the course and how assessment tasks, including the research portfolio itself, may contribute to this.Feedback is written and/or oral. Length is approx. 2000 words

Additional details:

Workbook Instructions

Your preparation for each class and reflection upon the material discussed in class should be recorded in a workbook. Time will be made available in tutorials for you to work individually and collaboratively on your workbook entries. Though where work is collaborative you will need to specify with whom you have worked.

Instructions: workbook

Form:Create a blog at wordpress or blogspot or some other readily accessible on-line platform or else you can simply create a workbook for example as a word document on your computer.

Exactly what form the workbook will take is up to you. It is expected that something be written on the readings each week *before*the tutorial.

Length: th**e bare minimum requirement will be 6 x 300 word entries, as well as a short reflection on the pedagogical value and your experience of writing the workbook.** There is no maximum word limit. Your entries should be predominantly prose rather than abbreviated notes, though some notes and bullet points are fine.

Feedback:If you would like feedback on your workbook please email me a link to your blog or provide me with a printout of the entries sometime before the middle of semester.

Marking Criteria:The primary expectation of the workbook is that it should demonstrate that you have thought about the weekly readings independently and that you have actively engaged with the text and the themes of the course. The mark you receive will be based on the depth and comprehensiveness of your engagement. The form that engagement will take is largely up to you.

Content: A list of questions will be available on Moodle prior to week two that relate to each week's reading. You may use these to guide your response to the readings should you wish*but there is no requirement to answer these questions.*These questions are an aid for those students who wish to have specific direction for their weekly readings and workbook entry. They are notquestions that you are required to answer.

What you may wish to cover in the workbook:

- A substantial component of your entry should be comprehension of the primary text, i.e. explaining what you think is articulated in the primary text, that is, the ideas and arguments in themselves.
- A useful thing to do in the workbook is to use it to prepare for the tutorial – noting questions you would like to raise. After the tutorial you could write in answers to the questions or correct

misunderstandings.
- Raising questions and objections to the text.
- You may try to understand and explain the material by, for example, connecting the ideas with your experiences of art, popular culture, politics, the media and so on: for example factory farming as an exemplification of Heidegger's idea of standing reserve. You might find in poetry, architecture, or music an exemplification of Heidegger's idea of dwelling or films that illustrate his critique of technology, or contemporary discussion of religious fundamentalism as an example of modern alienation. You could appeal to literature and/or film to question a core philosophical distinction.
- You are not required to relate the texts and ideas to your experience, or to culture, media and art but you may find it productive to do so.
- Preparation of material for a tutorial presentation. Should you decide to participate in the tutorial by offering a short presentation of how the texts connect to some form of artistic medium you could incorporate this into your workbook, including your experience of talking to the class; how you might improve your presentation, why this was useful and so on. You could also reflect on the experience of presenting: how might that experience itself be exemplary of for example the theme of alienation.

It is hoped that suggestions will be made for music, films or literature that might help other students to explore the issues. Opportunity will be made for examining any such media in class.

All explorations of the ideas that emerge from the readings should be tied back to the text – to its overall theme or a particular passage. The aim of the workbook is to provide a forum for you to explore passages and ideas from your weekly readings that have made you think. How you explore them is largely up to you. You can also explore your negative reaction to the readings: if there is something you find objectionable – say why you think it is objectionable.

The workbook might also be a useful place to explore ideas that you may wish to cover in your essays or as a forum for relating ideas to your experience and developing your writing skills, though it should not be a draft of your essay.

Above all the workbook should represent your engagement with the texts and the ideas. If the ideas are not convincing this is a forum for you to examine why you think this to be the case.

N.B. Reflection on the Workbook: I expect a reflection on the workbook itself, how it does or does not help in your learning, you might also like to include suggestions as to how it could be improved. If you think it is not a useful learning tool state your reasons.

Referencing: I do not expect elaborate referencing in the workbook – but you must indicate where work is not your own.

Final Submission of Workbook

By the end of week 12 you must email me a link to your blog or upload a full version of your workbook into Moodle.

N.B. When emailing me the link to your workbook you must state the following in the subject line:

ARTS2362 Workbook (Your Name)

Submission notes: By the end of week 12 you must email me a link to your blog or upload a full version of your workbook into Moodle. N.B.When emailing me the link to your workbook you must state the following in the subject line: ARTS2362 Workbook (Your Name)

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non☐percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July		**Lecture schedule is printed in front of course reader and is also available on course moodle page**
Week 2: 30 July - 5 August		

Resources

Prescribed Resources

Listed separately on Moodle

Recommended Resources

Listed separately on Moodle

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

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