ARTS2870

Citizens, Action and Dissent

Term Two // 2020

Course Overview

Staff Contact Details

Convenors

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School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

In this course, you will consider individual and collective action through historical and contemporary case studies. Citizenship is examined as a social relation as well as a form of political participation and boundary making with national, transnational, gendered, racialised and cosmopolitan characteristics. You will have the opportunity to explore historical and contemporary social movements as expressions of civic participation and assembly, as well as of dissent and expressions of impropriety.

Course Learning Outcomes

1. Identify and articulate the debates on citizenship, action and dissent
2. Recognise and explain the diverging approaches to debates on citizenship, action and dissent
3. Analyse policy relevant case studies and connect these to citizenship debates
4. Demonstrate different writing and communication modes

Teaching Strategies

Rationale for the inclusion of content:

Theories of citizenship and the rights that flow from belonging to a social and political community are critical to debates in sociology and anthropology. This course builds on some knowledge students are introduced to in the gateway course, Introduction to Sociology and Anthropology, and applies that knowledge through case studies of the lived experience of belonging and rights in different national and transnational settings. Students are prepared for level 3 courses, especially in the areas of contemporary social theory and human rights.

Teaching strategies:

The teaching mode is based on lectures and seminars. Weekly topics are used to address major themes and where suitable film is used to illustrate case studies. Seminars are designed for students to develop critical knowledge of topics and to engage with the set readings in discussion. As an upper level, specialist course, the lectures and seminars for this course merge in terms of teaching and learning strategies. Both lectures and seminars rely on students to come well prepared, having read at least the set readings and come prepared with their own questions and examples and a willingness to be actively engaged in debates and small group exercises

Assessment

Assessment

Your final mark in the course will be calculated on results achieved in all assessment tasks. All prescribed work must be completed. All three assessments are designed to develop the learning outcomes for this course. The assessments build student learning incrementally and complement each other.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Blog posts	15%	Not Applicable	1,3,4
Essay	40%	Not Applicable	1,2
Concept essay	45%	16/08/2019 11:59 PM	1,3,4

Assessment Details

Assessment 1: Blog posts

Start date: Not Applicable

Length: 1200 words.

Details:

Eight (8) entries are required over the course from weeks 2 to 9 (350 words per entry).

In class formative feedback will be given in Week 3.

Three (3) blog posts selected for submission in a portfolio. You will receive a grade and feedback within 2 weeks of submitting.

Additional details:

The blog entries require regularity and routine in the on-line environment. One of the advantages of this type of assessment is that it will allow you to be prepared for seminars and also gives you a good background for the other assessments in this course. It is a record of your engagement with the course and with the set readings and also allows you to view the engagement of other students as an aspect of collaborative development of knowledge.

On a weekly basis, blog posts of 350 words each are to be contributed to the course's Moodle

discussion boards. As they are preparation exercises, they must be uploaded *before* the seminar for the week for which they are preparing. In week 9, you will choose 3 posts to submit as part of your assessable portfolio. The more posts you have uploaded, the more you will have to choose from when choosing your blog posts. There are **no extensions** granted for this task as it was designed to completed week by week. You are encouraged to post weekly blog entries, but you **MUST submit not less than 6 posts over the 10 weeks of the course**.

The topics for the blog posts are listed in the week-by-week class guide, later in this outline. These blog posts are meant to be informal, thoughtful and speculative. They are posts, not mini-essays, and so feel free to use the first person 'I'. You may also use the blog posts to comment on brief clippings from diverse media sources that relate to weekly topics and help you to explore key concepts developed in the course through everyday examples and lived experience. The success of this course depends, in large measure, on dialogue in the seminar and also on the blog as well as your careful preparation to facilitate this discussion.

Readings have been selected to stimulate inquiry and reflection. When making your entries, you are expected to focus on an aspect of your readings that appeals to you. A particular passage may appeal to you for various reasons: for its insight, clarity, difficulty, ambiguity, and so forth. The concept diary requires you to engage with the readings **(it does not require you to summarise the readings).**You can enter into a dialogue with a certain passage by applying perspectives learned in the course. We would like you to record your responses to texts, both positive and negative. You will find that writing about a negative response can be very productive.

This form of writing is intended as a complement to the writing skills developed in traditional essay writing. While this form of writing should feel less demanding than essay writing, there is an expectation of responsibility for the work presented. It is also a record of your own learning experience. Writing your ideas and your critique of what you read is a different matter from 'thinking': ideas are developed in the process of writing, however fragmentary and undeveloped they might initially seem. It is the *process* that is important in a blog post. We want to see your workings, not a finished product. Most importantly, we want to see how the posts help bring ideas and experiences to life for you and for other students who can read your posts.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Essay

Start date: Not Applicable

Details:

The concept essay is 1800 words. It will draw on key ideas in the course and must also demonstrate the use of some blog posts, both from the student and fellow students with URL links to the posts referred to.

Written feedback will be provided within 10 working days of submission.

Additional details:

The details of this assessment will be discussed during the course and instructions posted on Moodle. It builds on the critical reflections on weekly topics and readings that you prepare for the weekly blogs.

An essay is an extended intellectual engagement with a particular question or task. It must demonstrate not only an ability to write to an acceptable standard but, just as importantly, an ability to analyse the issues relating to the topic. The essay is your opportunity to undertake in-depth analysis of a specific topic developing issues raised in the lectures and readings.

The essay must demonstrate engagement with the key concepts and theories raised in the course. The course reader should be your stating point in preparing the essay, but you will also be expected to read beyond the course readings to complete this assignment and demonstrate a critical engagement and capacity to review literature. You are asked to query and evaluate all that you read and, through a critical engagement with it, develop your own approach and ideas. These ideas should be developed through argument and substantiated with examples and in a logical order. Your argument must have a clear structure.

This task is designed to improve your skills in engaged reading and writing and in critical thinking.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Concept essay

Start date:

Details:

The concept essay is 1800 words. It will draw on key ideas in the course and must also demonstrate the use of some blog posts, both from the student and fellow students with URL links to the posts referred to.

Written feedback will be provided within 10 working days of submission.

Additional details:

The details of this assessment will be discussed during the course and instructions posted on Moodle. It builds on the critical reflections on weekly topics and readings that you prepare for the weekly blogs.

An essay is an extended intellectual engagement with a particular question or task. It must demonstrate not only an ability to write to an acceptable standard but, just as importantly, an ability to analyse the issues relating to the topic. The essay is your opportunity to undertake in-depth analysis of a specific

topic developing issues raised in the lectures and readings.

The essay must demonstrate engagement with the key concepts and theories raised in the course. The course reader should be your stating point in preparing the essay, but you will also be expected to read beyond the course readings to complete this assignment and demonstrate a critical engagement and capacity to review literature. You are asked to query and evaluate all that you read and, through a critical engagement with it, develop your own approach and ideas. These ideas should be developed through argument and substantiated with examples and in a logical order. Your argument must have a clear structure.

This task is designed to improve your skills in engaged reading and writing and in critical thinking.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

Timetable

Date	Type	Content
Week 1: 1 June - 5 June	Lecture	**Topic: Contemporary citizenship**
Week 2: 8 June - 12 June	Lecture	**Topic: Models of Citizenship – Forms of Inclusion and Belonging**
Week 3: 15 June - 19 June	Lecture	**Topic: Challenges for Citizenship – Forms of Exclusion**
Week 4: 22 June - 26 June	Lecture	**Topic: Migrations, rights beyond borders and activism**
Week 5: 29 June - 3 July	Lecture	**Topic: Race, ethnicity and social relations of diversity**
Week 6: 6 July - 10 July	Blended	**Topic: Self directed study module on belonging**
Week 7: 13 July - 17 July	Lecture	**Topic: Gendered citizenship**
Week 8: 20 July - 24 July	Lecture	**Topic: Social movements and dissent**
Week 9: 27 July - 31 July	Lecture	**Topic: Global cities, denizens and outsiders**
Week 10: 3 August - 7 August	Lecture	**Topic: Post-national citizenshiop: new challenges**

Resources

Prescribed Resources

Recommended Resources

Reading and resources

Weekly readings will be posted on Moodle. These readings are essential for successful completion of course assessments and preparation for tutorial discussions.

Some excellent journals you can consult on citizenship issues are listed below (though this list is not exhaustive):

1. Population Space & Place
2. Ethnic & Racial Studies
3. Third World Quarterly
4. Journal of Intercultural Studies
5. Globalizations
6. Ethnicities
7. Social Movement Studies
8. Citizenship Studies
9. Patterns of Prejudice
10. Feminist Review
11. Representations
12. Media, Culture & Society
13. Nations & Nationalism
14. European Journal of Social Theory
15. Journal of Refugee Studies
16. Cities
17. International Sociology
18. International Studies Quarterly
19. Identities: Global Studies in Culture & Power
20. Millennium. Journal of International Studies

Course Evaluation and Development

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.