



**UNSW**  
SYDNEY

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University



# ARTS2876

Understanding the Self

Term One // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Melanie White	melanie.white@unsw.edu.au	Wednesdays 11am-12pm and Thursdays 11am-12pm, or by appointment	MB163	9385 2304

#### Tutors

Name	Email	Availability	Location	Phone
Rickie-Lee McLaurin-Smith	r.mclaurin-smith@unsw.edu.au	TBD	TBD	TBD

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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## Course Details

### Credit Points 6

### Summary of the Course

Each of us has a self and an identity by virtue of being human. But do other living beings have a self? Do other living beings have society in the same way humans do? In this course, you will consider some traditional assumptions of selfhood (e.g., the capacity for reason, speech, and memory) from a range of different sociological perspectives. You will consider how recent interdisciplinary work challenges some of these basic assumptions. You will examine arguments for and against extending selfhood to other living beings in order to add complexity and texture to sociological attempts to understand the self. This course will give you many opportunities to consider the relevance of theories of the self for further studies in Sociology and Anthropology and for other disciplines in the humanities and social sciences.

### Course Learning Outcomes

1. Explain key issues relevant to sociological perspectives on the self
2. Distinguish between sociological perspectives on the self
3. Apply sociological perspectives on the self to lived experience
4. Use skills associated with scholarly inquiry including those related to critical analysis, argument and written expression.

### Teaching Strategies

#### Rationale:

This course is based on the following principles:

1. To create an intellectually stimulating space for students that rewards active engagement with challenging concepts
2. To read primary texts without the use of secondary sources, commentaries or digested summaries.
3. To foster dialogue in and out of class between students, and with their teachers in order to create a community of learners
4. To read generously
5. To create a cooperative learning environment
6. To encourage student responsibility to the broader academic community

#### Teaching Strategies:

This course will consist of a two-hour lecture and one-hour tutorial and associated online learning activities.

Lectures: The lectures will combine the techniques of a traditional lecture with the interaction and dialogue typically associated with tutorials. Students are encouraged to participate actively in lectures by questioning and commenting on the course material. Lectures will rely on textual commentary, film and visual imagery to explicate the concepts found in the readings.

Tutorials: Tutorials will be used to organise small groups to establish a collaborative working environment where students can learn from one another.

Reading Questions: For each weekly reading, you will find reading comprehension questions posted to the University LMS. These will help to orient you with respect to the arguments presented in the assigned readings.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Workbook	50%	9 March (Weeks 2 & 3); 27 April (Weeks 4 to 10)	2,3
Group Facilitation	20%	Weeks 4, 5, 7, 8 and 9	1,3
Essay	30%	1 May 2020 at 11:59 p.m.	1,2,4

## Assessment Details

### Assessment 1: Workbook

**Start date:**

**Length:** Approximately 500 words per week

**Details:** Students will prepare written entries of 1-2 pages on the assigned readings each week. The work will be submitted and assessed periodically through the term. **Feedback:** Written comments and graded against a criteria sheet.

**Additional details:**

You will submit your workbook entries for Weeks 2 and 3 on **9 March 2020** for graded feedback.

You will submit entries for Weeks 4, 5, 7, 8, 9 and 10 on **27 April 2020** for graded feedback.

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

### Assessment 2: Group Facilitation

**Start date:**

**Length:** 20 minutes

**Details:** Students will design an in-class activity (20 min) that brings into relief an important aspect of the text under consideration. They will be assessed on their ability to work collaboratively and to examine the practical implications of the reading for everyday life. Students will be required to participate in one tutorial group facilitation in the term. Each group will receive a collective grade. Graded against criteria sheet + written comments and verbal feedback on the day.

**Additional details:**

Group facilitations will be held in **Weeks 4, 5, 7, 8 and 9**.

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 3: Essay**

**Start date:**

**Length:** 1500 words

**Details:** Students will write an essay (1500 words) that reflects on 2-3 critical learning experiences in relation to course content. This is the final assessment in the course. **Feedback:** Written comments and graded against a criteria sheet.

**Additional details:**

The essay is due on **1 May 2020 at 11:59 p.m.**

**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

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 17 February - 21 February	Lecture	<b>Introduction</b> (Feb 20)  No assigned reading this week.
	Tutorial	Tutorials begin this week.
	Online Activity	See Moodle for details.
Week 2: 24 February - 28 February	Lecture	<b>Thinking the Self - Descartes</b> (Feb 27)
	Reading	Descartes, René ([1638]1986) <i>Meditations on First Philosophy</i> (trans. John Cottingham). Cambridge: Cambridge University Press. Excerpts pp. 12-15, 16-23.
	Tutorial	Tutorial facilitation groups organised.
Week 3: 2 March - 6 March	Lecture	<b>Society and the Self - Durkheim</b> (March 5)
	Reading	Durkheim, Emile ([1914] 2005), "The Dualism of Human Nature and its Social Conditions", <i>Durkheimian Studies</i> , vol. 11, pp. 35-45.
	Tutorial	As scheduled.
Week 4: 9 March - 13 March	Lecture	<b>The Unconscious and the Self - Freud</b> (March 12)
	Reading	Freud, Sigmund (1989) ' Civilization and Its Discontents' Pp. 722-772 . In Peter Gay (Ed.) <i>The Freud Reader</i> . New York: W.W. Norton.(Study Kit p. 13)
	Tutorial	Group Facilitations begin this week.
	Assessment	You will submit your workbook entries for <b>Weeks 2 and 3</b> on <b>9 March (11:59 p.m.)</b> for graded feedback.
Week 5: 16 March - 20 March	Lecture	<b>Labour and the Self - Marx</b> (March 19)
	Reading	Marx, Karl (2000) 'Economic And Philosophical Manuscripts' In David McLellan (Ed.) <i>Karl Marx:</i>

		<i>Selected Writings</i> , 2nd Edition. Oxford: Oxford University Press. Excerpts pp. 83-95.
	Tutorial	Group Facilitations continue this week.
Week 6: 23 March - 27 March	Online Activity	<b>Flexibility Week! There are no scheduled lectures or tutorials this week.</b>  In lieu of lecture/tutorial, please complete this online activity (see Moodle for details).
	Reading	<b>(For Online Activity)</b>  Coetzee, J.M. (1999) 'The Philosophers and the Animals' in <i>The Tanner Lectures on Human Values</i> . Delivered at Princeton University, October 15, 1997. Pp.113-143.  Kafka, Franz (1971) "A Report to an Academy" Pp.250-259 in <i>Franz Kafka: The Complete Stories</i> . New York: Schocken Books
Week 7: 30 March - 3 April	Lecture	<b>The Animal and the Self - Descartes, Derrida (April 2)</b>
	Reading	Descartes, René (1988) 'Discourse On The Method – Part V' Pp. 40-46 In <i>Descartes: Selected Philosophical Writings</i> (Trans. John Cottingham And Robert Stoothoff). Cambridge: Cambridge University Press.  Derrida, Jacques (2004) 'Violence Against Animals' in <i>For What Tomorrow: A Dialogue</i> . Stanford: Stanford University Press, pp. 62-76.
	Tutorial	Group facilitations continue.
Week 8: 6 April - 10 April	Lecture	<b>Morality and the Self - De Waal (April 9)</b>
	Reading	De Waal, Frans (2003) 'Morality and the Social Instincts: Continuity with the Other Primates' <i>The Tanner Lectures on Human Values</i> , Delivered at Princeton University, November 19-20, 2003. Pp. 113-143.
	Tutorial	Group facilitations continue.
Week 9: 13 April - 17 April	Lecture	<b>Time and the Self - Bergson (April 16)</b>
	Reading	Bergson, Henri ([1907]1983), <i>Creative Evolution</i> . London: Macmillan Press. Excerpts pp. ix-xv, 1-7
	Tutorial	Last week for group facilitations.
Week 10: 20 April - 24 April	Lecture	<b>Thinking as Animals - Derrida (April 23)</b>



	Reading	Derrida, Jacques ([1997]2004) 'The Animal That Therefore I Am (More To Follow)' In Matthew Calarco And Peter Atterton (Eds.) <i>Animal Philosophy</i> . London: Continuum Press. Excerpts Pp. 113-129.
	Tutorial	As scheduled.
Week 11: 27 April - 28 April	Assessment	<p><b>Workbook</b></p> <p>Your workbook entries for weeks 4, 5, 7, 8, 9 and 10 are due on April 27 (11:59 p.m.)</p> <p><b>Essay</b></p> <p>Your reflective essay is due on May 1 (11:59 p.m.)</p>

## Resources

### Prescribed Resources

Print copies of the weekly assigned readings have been compiled into an 'ARTS2876 Study Kit' which is available for purchase at the UNSW Bookshop. Electronic copies of the readings are also available on the ARTS2876 Moodle page: <http://moodle.telt.unsw.edu.au>

### Recommended Resources

#### Course Evaluation and Development

Student feedback will be gathered through myExperience surveys, and you will be given opportunities throughout the semester to give informal feedback. The last time I taught *ARTS2876 Understanding the Self* was in 2019. This cohort of students gave positive feedback on the course.

Based on this feedback, I have made the following changes to the course:

1. Content - I have modified the content in order to privilege depth rather than breadth given the pressures of the trimester system;
2. Announcements - I will upload video segments to Moodle in order to address issues related to assessment and course business. This will give us more time in lectures to discuss course content.

I very much appreciate this feedback, and look forward to implementing these suggestions in 2020. Best wishes for the coming term!

## **Submission of Assessment Tasks**

## **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](mailto: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/>

## Image Credit

**Image:** Animal artists at the Jardin des Plantes, Paris. From the magazine "L'Illustration", 7 August 1902.

**Date:** 7 August 1902

**Source:** Wikimedia Commons (Accessed 21 January 2020)

**URL:**

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