ARTS2870

Citizens, Action and Dissent

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 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 task	Weight	Due Date	Course Learning Outcomes Assessed
1. Critical reflections: Blog posts	40%	Not Applicable	1, 2
2. Concept essay	60%	28/04/2022 11:59 PM	1, 3, 4

Assessment 1: Critical reflections: Blog posts

Eight (8) entries will be submitted over the course of weeks 2 to 10 (approximately 250 words per entry).

Formative feedback will be given in Week 3.

Additional details

Eight (8) entries are required over the course from weeks 2 to 9 (**350 words** per entry). The latest submission of each post is 14:00 on Tuesday before the lecture commences for the next topic. In class formative feedback will be given in Week 3.

The blog entries require regularity and routine in the online 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. There are no extensions granted for this task as it was designed to be completed week by week.

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. I 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. Think of it as your workings, not a finished product. Most importantly, I want to see how the posts help bring ideas and experiences to life for you and for other students who can read your posts.

Assessment 2: Concept essay

Due date: 28/04/2022 11:59 PM

You will submit an 1800 word concept essay that draws on key ideas in the course. The essay must demonstrate the use of some blog posts, both from the student and fellow students with URL links to the posts you refer to.

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

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 readings should be your starting 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 show what you have learned throughout the course and your ability to critically analyze a topic, a case, or a social phenomenon that you care about by adopting the concepts/theories learned. For the essay I will particularly focus on your main argument, how well you connect it to the theories we learned, and ability to provide reasons to support it.

Attendance Requirements

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

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 11 February		
Week 1: 14 February - 18 February	Lecture	**Introduction: What is "citizen action" and why do we care about it?**
Week 2: 21 February - 25 February	Lecture	**Who are the citizens and what are their rights? Debates about social citizenship, social rights, and civic action**
Week 3: 28 February - 4 March	Lecture	**Citizenship and its challenges – Forms of inclusion and exclusion**
Week 4: 7 March - 11 March	Lecture	**The justifications of civil disobedience and dissent**
Week 5: 14 March - 18 March	Lecture	**Fighting a losing battle? The sources and reasons of dissent and action**
Week 6: 21 March - 25 March	Blended	**Opportunity structure of citizen action: State power, repression, and dissent**
Week 7: 28 March - 1 April	Lecture	**Legitimacy matters: Framing dissent and action**
Week 8: 4 April - 8 April	Lecture	**From crowds to organization: Ways of mobilization and showing dissent**
Week 9: 11 April - 15 April	Lecture	**The everyday forms of resistance: Political consumerism**
Week 10: 18 April - 22 April	Lecture	**The everyday forms of resistance: Digital activism, hashtag activism, and data politics**

Resources

Recommended Resources

Reading and resources

All the course readings will be available on Moodle. This schedule is subject to revision as we proceed. Any changes will be announced in class. 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

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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