

# ARTS3886

Understanding Crisis

Term 2, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
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### School Contact Information

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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

**How do we understand crisis? What are the implications for justice today? In this course, you will explore how to understand the justice implications of crisis in the present-day rapidly changing social and political landscapes, and you will consider some of the critical and cultural questions at stake. Through a sociological lens, you will examine interdependence, power, security and action through a range of historical and contemporary examples of crisis: what are the consequences of accelerated change in our everyday lives and communities, and how can we navigate the future of human and non-human worlds? By exploring different themes and contemporary situations, you will focus on the social implications of interdependence, security and justice in our daily lives and experience.**

### Course Learning Outcomes

1. Evaluate classic and contemporary sociological theories and apply them to the analyses of social justice
2. Apply critical skills to research and writing on themes related to the course
3. Demonstrate a capacity for independent research
4. Apply concepts raised in the course to everyday life

### Teaching Strategies

This subject encourages student participation at all levels through a student-centred approach to learning. This will be facilitated through class activities and exercises and the development of a teacher-student dialogue in seminars. The aim of the course is to enhance students' analytical and communication skills and to encourage independent learning.

The teaching strategies and rationale will enable:

- the active engagement with challenging concepts, drawing on the diversity of students' experiences.
- cooperative learning with peers
- student responsibility to a learning community
- feedback from a range of sources
- in class exercises and class dialogue to help stimulate reflective and respectful discussion

## Assessment

**MORE DETAILED INFORMATION REGARDING ASSESSMENT WILL BE PROVIDED IN THE COURSE SUPPLEMENTARY INFORMATION FOUND IN MOODLE IN WEEK 1**

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
Interdependence log	20%	June 21 <sup>st</sup>	1, 2, 3, 4
Workbook	40%	July 24 <sup>th</sup>	1, 2, 3, 4
Essay	40%	August 10 <sup>th</sup>	1, 2, 3

### Assessment 1: Interdependence Log, Weight 20%

**Assessment length:** 1000 words

This assessment requires you to begin to analyse one of the three "crisis" areas that we will consider in the course in relation to the notion of interdependence.

Students will receive written feedback that assesses their progress and identifies conceptual and practical areas for improvement. The assessment rubric will be available at the start of the course for students to work towards specified standards.

### Assessment 2: Workbook, Weight 40%

Your Workbook assessment attests to you adequately engaging with the course readings each week. You are required to write a brief reflection of around 200-250 words (for weeks 2, 3, 4, 5, 7, 8) in which you engage with the weekly readings to identify a key point, key question and key example.

(Length: approximately 250 words weekly.)

### Assessment 3: Essay, Weight 40%

This assessment brings together the themes of the course. It requires you to analyse one of the three "crisis" areas that we have dealt with in the course in relation to the key analytical ideas that have been covered in the course.

(Length: 2,000 words.)

Students will receive written feedback and a numerical mark within ten working days of submission. The rubric will be available to students at the start of the course so they can work toward specified standards.

## 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: 23 May - 27 May		
Week 1: 30 May - 3 June		<p>Week 1: June 1</p> <p>Introduction</p> <p>No readings</p>
Week 2: 6 June - 10 June		<p>Week 2: June 8</p> <p>Two narratives – Humans-in-nature vs. Humans-over-nature</p> <p><b>Reading:</b> Chapter 1, 'Nonviolence, Grievability, and the Critique of Individualism' in Butler, J. (2020) <i>The Force of Nonviolence : An Ethico-Political Bind</i>, Verso, London, p.20-37</p>
Week 3: 13 June - 17 June		<p>Week 3: June 15</p> <p>Security? Whose security?</p> <p><b>Reading:</b> Chapter 5 'Sociology: Security and insecurities', Stampnitzky &amp; Mattson (2015) in Bourbeau, P. (ed.) <i>Security: Dialogue across Disciplines</i>, Cambridge University Press, UK, p.90-110</p>
Week 4: 20 June - 24 June		<p>Week 4: June 22</p> <p>Touchpoints of crisis: Human security and security crises</p> <p><b>Readings:</b> 1) 'The Perplexities of the Rights of Man' in Chapter 5 'The decline of the nation-state and the end of the rights of man' of Arendt, H.</p>

		<p>(2004[1951]) <i>The origins of totalitarianism</i>, Schocken Books, New York p.369-384</p> <p>2) <i>Meanwhile</i> by Berger, J. (2008) Drawbridge Books, London, p.1-13</p>
Week 5: 27 June - 1 July		<p>Week 5: June 29</p> <p>Touchpoints of crisis: Environmental Crises and Climate change</p> <p><b>Readings:</b> 1) 'The Natural contract', Serres, M. &amp; McCarren, F. (1992), <i>Critical Inquiry</i>, Vol.19, No.1, pp. 1-21</p> <p>2) Chapter 7 'An Australian Agricultural Revolution' in Pascoe, B. (2018) <i>Dark Emu: Aboriginal Australia and the Birth of Agriculture</i>, Magabala Books, Western Australia, p.209-216</p>
Week 6: 4 July - 8 July	Online Activity	<p>Week 6: July 6</p> <p>Flexibility week</p> <p>'Manufacturing consent: Noam Chomsky and the Media', Documentary</p>
Week 7: 11 July - 15 July		<p>Week 7: July 13</p> <p>Touchpoints of crisis: Communication crisis - mass media, social media, mass surveillance</p> <p><b>Readings:</b> 1) Chapter 1, 'A propaganda Model', in Herman, E.S. &amp; Chomsky, N. (1994) <i>Manufacturing Consent</i>, Pantheon, NY</p> <p>2) Introduction in Taibbi, M.(2019) <i>Hate Inc.</i>, OR Books, US</p>
Week 8: 18 July - 22 July		<p>Week 8: July 20</p> <p>Assessing crisis: morality, value, justice, and security</p> <p><b>Readings:</b> 1) Fraser, N. (2012) 'On Justice: Lessons from Plato, Rawls and Ishiguro', <i>New Left Review</i>, no.74, pp.41-51</p> <p>2) Monbiot, G. 'The destruction of the Earth is a crime. It should be prosecuted' (and embedded Ted Talk), (2019), <i>The Guardian</i>, accessed</p>

		<p>10/5/2022 &lt;  <a href="https://www.theguardian.com/commentisfree/2019/mar/28/destruction-earth-crime-polly-higgins-ecocide-george-monbiot?utm_term=RWRpdG9yaWFsX0dyZWVuTGlnaHQtMTkwMzI5&amp;utm_source=esp&amp;utm_medium=Email&amp;utm_campaign=GreenLight&amp;CMP=greenlight_email">https://www.theguardian.com/commentisfree/2019/mar/28/destruction-earth-crime-polly-higgins-ecocide-george-monbiot?utm_term=RWRpdG9yaWFsX0dyZWVuTGlnaHQtMTkwMzI5&amp;utm_source=esp&amp;utm_medium=Email&amp;utm_campaign=GreenLight&amp;CMP=greenlight_email</a>&gt;</p>
<p>Week 9: 25 July - 29 July</p>		<p>Week 9: July 27</p> <p>Responding to crisis: individual, group, and societal – navigating the future of human and non-human worlds</p> <p><b>Readings:</b> 1) ‘Postscript’ in Butler, J. (2020) <i>The Force of Nonviolence : An Ethico-Political Bind</i>, Verso, London, p.20-37 p.91-99</p> <p>2) Martínez-Torres, M.E. &amp; Rosset, P.M. (2010) ‘La Vía Campesina: the birth and evolution of a transnational social movement’, <i>The Journal of Peasant Studies</i>, vol.37, no.1, pp.149-175</p>
<p>Week 10: 1 August - 5 August</p>		<p>Week August 3</p> <p>Avoiding crisis? – mutualism, justice, interdependence, working towards a good life and security</p> <p><b>Reading:</b> Chapter 1 ‘The unbelievable future’ in Dubos, R. (1968) <i>So human an animal</i>, Charles Scribner’s Sons, NY</p>



## **Resources**

### **Prescribed Resources**

**\*\*The readings above and any additional readings for this course will be available through the Moodle page from week 1.**

**\*\*A more detailed class schedule will be made available in the course supplementary information and assessment detail on the course Moodle page from week 1**

### **Recommended Resources**

**Any ancillary readings and/or online materials outside of the outline will be made available through the Moodle class page**

### **Course Evaluation and Development**

Your evaluative feedback is gathered periodically using, among other means, UNSW's course and Teaching Evaluation and Improvement (MY Experience) process. Informal feedback and class generated feedback are also important, and these feedback mechanisms are helpful to my continual development of this course. Your feedback is very important to me and I use your feedback to continually update this course - this applies to course content, activities, assessments and general processes. Many thanks

## **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 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>

## **Image Credit**

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## **CRICOS**

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