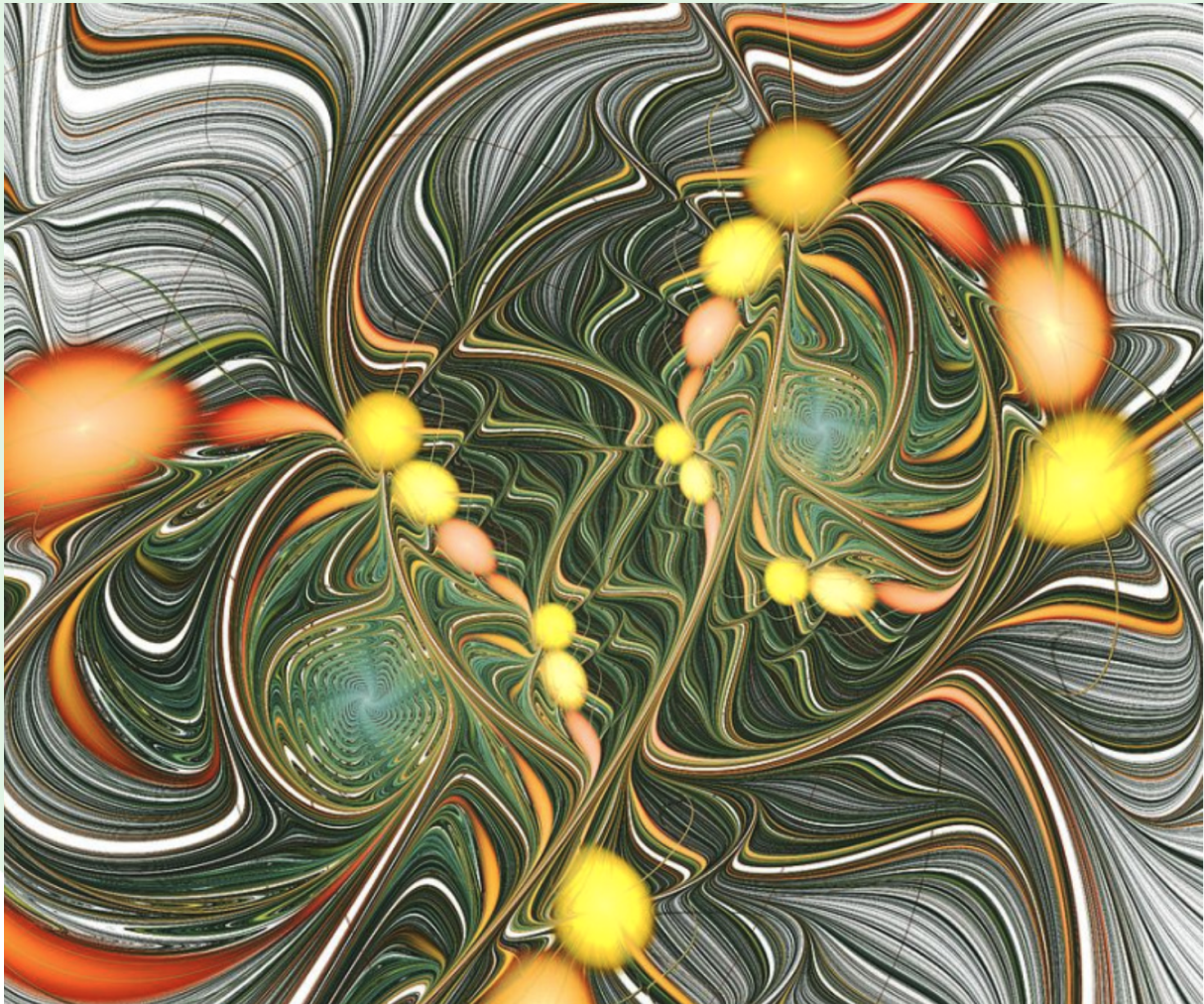


# ARTS1870

Rethinking the Social

Term 1, 2023



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Melanie White	<a href="mailto:melanie.white@unsw.edu.au">melanie.white@unsw.edu.au</a>	In-Person (F2F), Zoom, Skype and/or Teams by appointment	Morven Brown 163	02 9385 2304

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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

This course is an introduction to sociological and anthropological perspectives on the nature of the social. You will consider questions such as: What is the social? What is the relation between the individual and society? How is the social lived and experienced? How do we understand the everyday? You will examine the social as idea, concept and experience through themes such as biography and selfhood, identity and difference, power and freedom, nature and culture, and state and nation. On completion of the course, you will have a general understanding of the key concepts underpinning sociological and anthropological perspectives on the study of social life. The course will provide many opportunities to reflect on the relevance of these themes for other disciplines of study.

### Course Learning Outcomes

1. Explain key issues in debates about the category of the social in sociology.
2. Distinguish between different conceptions of the social in sociology.
3. Apply sociological perspectives to lived experience.

### 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.

**Lectures:** The lectures will combine the techniques of a traditional lecture with the interaction and dialogue typically associated with tutorials. You 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. Small groups will be organised in the first tutorial in Week 2 or 3.

# Assessment

## Attendance Policy

In this course, you are expected to attend at least 80% of classes. Roll will be taken in tutorials.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Tutorial Work	10%		1, 2, 3
2. Workbook	50%	Your entries for Weeks 2 & 3 are due on 6 March (11:59 pm), and your entries for Weeks 4, 5 and 7 are due on 3 April (11:59 pm).	2, 3
3. Essay	40%	28 April 2023 11:59pm	1, 2, 3

## Assessment 1: Tutorial Work

This task is designed to help level 1 students to develop skills and confidence in expressing themselves in front of their peers, both in class and through online discussion on Moodle. Students will be given specific tasks to complete in discussion with their peers in tutorials based on the set readings. The tasks will require students to prepare for class, respond to the set readings, and interact thoughtfully and respectfully with others. In most instances, the tasks will result in an artefact such as a short blog post on Moodle, or a contribution to a shared document or whiteboard notes that can be reviewed after class. Tasks are designed to allow for effective participation in both face-to-face and online tutorials.

Students will receive feedback via a marked rubric which will be available at the start of term to allow students to work towards clearly defined standards. Students will receive formative feedback in week 6 and a numerical mark at the end of term.

## Assessment 2: Workbook

**Assessment length:** Approximately 400-500 words per week

**Due date:** Your entries for Weeks 2 & 3 are due on 6 March (11:59 pm), and your entries for Weeks 4, 5 and 7 are due on 3 April (11:59 pm).

You will prepare written reflections of approximately 500 words on the assigned readings each week. You will submit 6 reflections over the course of the term.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

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

### Additional details

You will submit your workbook entries for Weeks 2 and 3 on **6 March 2023** for graded feedback.

You will submit entries for Weeks 4, 5, and 7 on **3 April 2023** for graded feedback.

## Assessment 3: Essay

**Assessment length:** 1000 words

**Due date:** 28 April 2023 11:59pm

You will write an essay (1000 words) that applies your understanding of key concepts to everyday social life.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

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

### Additional details

The essay is due on **28 April 2023 at 11:59 pm**.

## Attendance Requirements

In this course, you are expected to attend at least 80% of classes. Roll will be taken in tutorials.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 13 February - 17 February	Module	<p>Hello, and welcome to <b>ARTS1870 Rethinking the Social!</b></p> <p>Please log into Moodle which is the course learning system, familiarise yourself with the site, and then, please watch the welcome video!</p>
	Lecture	<p><b>Week 1 Lecture</b></p> <p><b>Introduction</b> (February 15)</p> <p>This class will introduce the course, identify some of its main questions and themes. We will discuss the course aims and its organisation.</p> <p>We are social creatures, but what in fact does this mean? And 'who', or indeed 'what', makes up this 'we'? These are two basic questions that will form the building blocks of our discussion over the next few weeks. We will begin by identifying, and challenging some pre-conceived ideas about the social and society in order to determine what 'we' might need to develop an understanding of social life.</p>
	Tutorial	<p><b>Week 1 Tutorial</b></p> <p>Tutorials begin this week. Today, you will meet your tutor and classmates. We will introduce each other, and address your questions about the workbook. We will also discuss attendance requirements and other administrative details.</p>
	Reading	<p><b>Week 1 Reading</b></p> <p>Mitchell Duneier (1999) 'When you gotta go' Pp. 173-187 in <i>Sidewalk</i>. New York: Farrar, Strauss</p>

		and Giroux.  Please note: All the readings for the course are available in hard copy for purchase as a reading pack from the UNSW bookshop and electronically on Moodle.
	Online Activity	<b>Week 1 Online Activity</b>  Please do the online activity which focuses on Mitchell Duneier's ethnographic study of New York City street vendors. It gives us an insight into something that many of us take for granted: public toilets! If sociology is about making the familiar unfamiliar (something that we'll learn in the course), then this text gives us a good starting point!
Week 2: 20 February - 24 February	Reading	<b>Week 2 Reading</b>  C. Wright Mills (2000[1959]) 'The Promise' Pp. 3-15 in <i>The Sociological Imagination</i> . Oxford: Oxford University Press.
	Homework	<b>Preparation for Week 2</b>  Prepare your <b>before-class</b> workbook entry in advance of Week 2's Lecture.  Please read the excerpt from <i>The Sociological Imagination</i> by C. Wright Mills. Try to identify a passage that speaks to you. Dwell on it, and try to articulate in writing why it is meaningful to you.  Here are some prompts in case you get stuck: What are the basic problems that Mills identifies that confront individuals in their everyday lives? For Mills, what is the challenge and the promise of sociology for helping to address these problems? In other words, what can sociology offer? Write your reflections in your workbook.
	Lecture	<b>Week 2 Lecture</b>  <b>The Sociological Imagination</b> (February 22)  <b>C. Wright Mills</b> (1916-1962) was an American sociologist. His book <i>The Sociological Imagination</i> is a classic text in sociological thinking. It is one of those rare books that can



		stand up to contemporary scrutiny. It also has the honour of being the first reading of choice for introduction to sociology courses across the English-speaking world. (And this course is no exception!) It serves as a provocation to sociological thinkers to return to what ‘matters’ in the study of social life. It introduces a perspective, namely a ‘sociological imagination’, to analyse the complex relations between individual and society, private troubles and public issues.
	Tutorial	<p><b>Week 2 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.</p>
	Homework	<p><b>Finishing Up Week 2</b></p> <p>After tutorial this week, complete your <b>after-class</b> workbook entry to conclude Week 2.</p> <p>After your tutorial, take some time to reflect on what you’ve learned from C. Wright Mills and Mitchell Duneier.</p> <p>Here are some prompts in case you get stuck: Do you think that Mills’ perspective stand up under your scrutiny? To what extent does he help us to reflect on the nature of the ‘social’? Does Duneier give you some examples of the relationship between ‘private troubles’ and ‘public issues’? Return to your workbook, and re-read your previous entry. Reflect on your entry, and add any new insights. Avoid deleting your previous work if you find that you disagree with what you have already written. Remember that your workbook is a living document – in other words, there is no definite ‘right’ or ‘wrong’ answer. Your workbook should change and evolve as your thinking does.</p>
Week 3: 27 February - 3 March	Reading	<p><b>Week 3 Reading</b></p> <p>Émile Durkheim (1858[1895]) ‘What is a Social Fact?’ Pp. 50-59 in <i>Durkheim: The Rules of the Sociological Method</i>. New York: The Free Press.</p>
	Homework	<p><b>Preparation for Week 3</b></p>

	<p>Prepare your <b>before-class</b> workbook entry in advance of Week 3's Lecture.</p> <p>Here are some prompts in case you get stuck: You might consider how Durkheim's understanding of the 'social' differs from 'psychological' or 'biological' understandings of the social. How does he define or understand the study of sociology? Is it 'philosophical' or 'scientific' in its approach? Reflect on these questions, and write your reflections in your workbook. You might also try to make some connections (and identify possible sources of disagreement) between Durkheim, Duneier and Mills if you can.</p>
Lecture	<p><b>Week 3 Lecture</b></p> <p><b>OBLIGATION - Social Facts and Social Bonds</b> (March 1)</p> <p><b>Émile Durkheim</b> (1858-1917) is widely considered to be one of the key founders of the discipline of Sociology. He inaugurated the first official chair in Sociology at the Sorbonne in Paris, France. One of his contributions to the discipline of Sociology is a robust defence of society as a 'reality <i>sui generis</i>' which is a society that is a reality unto itself. This means that society cannot be reduced to another element or part such as the individual. We will read the first chapter of Durkheim's <i>The Rules of Sociological Method</i> which was written in 1895. Here, Durkheim presents an argument about the nature of the social, one that grounds his perspective on the scope and content of sociology as a discipline.</p>
Tutorial	<p><b>Week 3 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.</p>
Homework	<p><b>Finishing Up Week 3</b></p> <p>After tutorial this week, complete your <b>after-class</b> workbook entry to conclude Week 3.</p>

		<p>After your tutorial, reflect on what you've learned about Durkheim's conception of the social.</p> <p>Here are some prompts in case you get stuck: You might use this opportunity to clarify your understanding of what he means by a 'social fact' and 'society' more generally. You might consider, and just as an example, whether he employs a 'sociological imagination' in his work. Return to your workbook, and re-read your previous entry. Reflect, and add any new insights – with respect to Mills, Duneier and/or to Durkheim. Remember, please do not delete your previous work. Just date your new entries to keep your previous entry separate from your new insights.</p>
Week 4: 6 March - 10 March	Assessment	<p><b>Workbook</b></p> <p>Your Workbook entries for Weeks 2 and 3 are due on <b>6 March 2023 (11:59 pm)</b>.</p>
	Reading	<p><b>Week 4 Reading</b></p> <p>Erving Goffman (1956) <i>The Presentation of Self in Everyday Life</i>. New York: Anchor Books, Excerpts.</p>
	Homework	<p><b>Preparation for Week 4</b></p> <p>Prepare your <b>before-class</b> workbook entry in advance of Week 4's Lecture.</p> <p>Here are some prompts in case you get stuck: According to Goffman, what strategies do we use to manage or control the impression that others have of us? What are the stakes of this kind of 'image management'? In other words, why is it so important for us to control how others perceive us?</p>
	Lecture	<p><b>Week 4 Lecture</b></p> <p><b>INTERACTION - The Presentation of Self in Everyday Life (March 8)</b></p> <p><b>Erving Goffman (1922-1982)</b> was born in a small town of approximately 800 people in Western Canada. He completed his graduate work at the University of Chicago, and became one of the most widely read Sociologists in North America. His book <i>The Presentation of Self in Everyday Life</i> considers how each of us tries to manage or</p>

		control the impression that others form of us. Decisions about how we show ourselves to others, and what we share with others, depend on context and familiarity, as well as our feelings of security and the possibility of embarrassment.
	Tutorial	<p><b>Week 4 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.</p>
	Homework	<p><b>Finishing Up Week 4</b></p> <p>After tutorial this week, complete your <b>after-class</b> workbook entry to conclude Week 4.</p> <p>Reflect on what you have learned from Goffman. Identify recurring themes, and reflect on how the concepts are beginning to build on one another from week to week. Return to your workbook, and re-read your previous entry. Add any new insights, and be sure to date your new thoughts and reflections.</p>
Week 5: 13 March - 17 March	Reading	<p><b>Week 5 Reading</b></p> <p>Georg Simmel (1971) 'Exchange' Pp. 43-69 in <i>On Individuality and Social Forms: Selected Writings</i> (ed. Donald N. Levine). Chicago: University of Chicago Press.</p>
	Homework	<p><b>Preparation for Week 5</b></p> <p>Prepare your <b>before-class</b> workbook entry in advance of Week 5's Lecture.</p> <p>Here are some prompts in case you get stuck: What do you think Simmel means by 'exchange'. Why is exchange socially significant? Try to reflect on what is involved in exchanging one thing for another. How do we determine the value of these things? What kinds of feelings does the process of exchange inspire? Can you make any connections between Simmel's observations and the work of the previous thinkers we've looked at?</p>
	Lecture	<p><b>Week 5 Lecture</b></p> <p><b>EXCHANGE - Sacrifice &amp; Value</b> (March 15)</p>

		<p><b>Georg Simmel</b> (1858-1918) was a German Sociologist who worked on the margins of the German Academy. By all accounts he was an outstanding lecturer, and was considered to be quite a showman. His lectures became important cultural events in his native Berlin, but even so, he was never able to secure the title of Professor. He was eventually given an Honorary title. Despite working at a remove from academic life, and maybe because of it, Simmel wrote on many interesting and unorthodox sociological topics: love, gratitude, secrecy, money and strangeness. This week, we consider an excerpt from <i>The Philosophy of Money</i> which was originally published in 1900. His discussion highlights the relationships between value and effort, as well as the tension between sacrifice and desire. In this way, he poses important questions about what we value and why, and whether love, food, and honour are capable of being exchanged, and indeed sacrificed.</p>
	Tutorial	<p><b>Week 5 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the reading, and in so doing, we will try to build on themes from this week and last week.</p>
	Homework	<p><b>Finishing up Week 5</b></p> <p>After tutorial this week, complete your <b>after-class</b> workbook entry to conclude Week 5.</p> <p>Here are some prompts in case you get stuck: Reflect on what you've learned from our discussion of exchange and value. Return to your previous entries and try to make connections the thinkers we have studied in this section of the course. Add any new insights to your entry for this week and to your other entries, and be sure to date them.</p>
Week 6: 20 March - 24 March	Lecture	<p><b>Flexibility Week! There are no scheduled lectures or tutorials this week.</b></p>
	Reading	<p><b>Week 6 Reading</b></p> <p>Charlotte Perkins Gilman (1892) 'The Yellow Wall-Paper' <i>The New England Magazine</i>, Vol.11(5):647-656.</p>



	Online Activity	<p><b>Week 6 Online Activity</b></p> <p>In lieu of lecture/tutorial, please complete the <b>online activity</b> on Moodle.</p> <p><b>Charlotte Perkins Gilman</b> (1860-1935) was an American feminist who is best known for her short story 'The Yellow Wall-paper'. It details her experience of mental illness following a period of post-partum depression during which time she was prescribed a 'rest cure' that meant she was not allowed to read, write, or talk to others. Read the story to learn more and do the online activity.</p>
Week 7: 27 March - 31 March	Reading	<p><b>Week 7 Reading</b></p> <p>Michel Foucault ([1975]1979) 'Discipline: Docile Bodies' in <i>Discipline and Punish: The Birth of The Prison</i> (Trans. Alan Sheridan). London: Penguin, pp. 135-169.</p>
	Homework	<p><b>Week 7 Preparation</b></p> <p>Prepare your <b>before-class</b> workbook entry in advance of Week 7's Lecture.</p> <p>Here are some prompts in case you get stuck: Try to think about what Foucault means by disciplinary power. What do you think he means by the idea that discipline is productive? Can you give an example from your everyday experience? You might also use this entry as an opportunity to draw connections between Goffman and Foucault. To what extent does Goffman's ideas about the presentation of self resonate with Foucault's idea of discipline? Alternatively, can you connect Foucault's discussion of discipline as a productive power with Gilman's experience of mental illness?</p>
	Lecture	<p><b>Week 7 Lecture</b></p> <p><b>POWER - Structuring the Social</b> (March 29)</p> <p><b>Michel Foucault</b> (1926-1984) was a French philosopher and social theorist. His work has been taken up in various disciplines across the humanities and social sciences. Foucault introduces us to the concept of 'disciplinary power' in this excerpt from his book <i>Discipline and Punish</i>. Foucault examines the emergence of disciplinary power as a socio-</p>

		<p>historical phenomenon that emerges in the eighteenth century and arguably continues into the present. Here, discipline builds the capacities of the broader social body by training individual bodies; here, discipline is understood to be a 'productive' form of power. Accordingly, disciplinary power is characterised by efficiency, rationality and a focus on the precision of bodily movements.</p>
	Tutorial	<p><b>Week 7 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the reading, and in so doing, we will try to build on themes from previous weeks.</p>
	Homework	<p><b>Finishing up Week 7</b></p> <p>Complete your <b>after-class</b> workbook entry to conclude Week 7.</p> <p>Reflect on what you've learned about Foucault's conception of disciplinary power. Return to your previous entries and try to make connections between Foucault's notion of 'discipline' and the work of the other thinkers we have studied. Add any new insights to your entry for this week and to your other entries, and be sure to date them.</p>
Week 8: 3 April - 7 April	Assessment	<p><b>Workbook</b></p> <p>Your Workbook entries for Weeks 4, 5, and 7 are due on <b>3 April 2023 (11:59 pm)</b>.</p>
	Reading	<p><b>Week 8 Reading</b></p> <p>Dorothy E. Smith (1987) 'A Peculiar Eclipsing: Women's Exclusion from Man's Culture' Pp. 17-43 in <i>The Everyday World as Problematic: A Feminist Sociology</i>. Boston: Northeastern University Press.</p>
	Lecture	<p><b>Week 8 Lecture</b></p> <p><b>GENDER - Relations of Ruling (April 5)</b></p> <p><b>Dorothy E. Smith (1926-2022)</b> was an award winning Canadian sociologist who was influenced by developed the idea of 'relations of ruling' that demonstrates how individuals are organised by</p>

		administrative regimes that organise and control their lived experiences. The effect is to dehumanise individuals, and limits women (and by implication, other marginalised peoples) to traditional, stereotypical roles.
	Tutorial	<p><b>Week 8 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.</p> <p>NB - Please note that tutorials scheduled on Friday April 7 will be cancelled due to the Public Holiday.</p>
Week 9: 10 April - 14 April	Reading	<p><b>Week 9 Reading</b></p> <p>Mary Douglas (1966) <i>Purity and Danger: An Analysis of the Concepts of Pollution and Taboo</i>. London: Routledge, Excerpts.</p>
	Lecture	<p><b>Week 9 Lecture</b></p> <p><b>CULTURE - Pollution Behaviour and Symbolic Systems (April 12)</b></p> <p><b>Mary Douglas</b> (1921-2007) was a Cultural Anthropologist who followed in the intellectual tradition established by Durkheim. Her book <i>Purity and Danger</i> is a classic study of how the concept of 'dirt' is socially constructed. She examines how ideas about 'hygiene' are related to notions of order and disorder; and consequently, she explores how beliefs about what is considered to be 'clean' and 'unclean' uphold cultural values. For Douglas, dirt is not a random phenomenon. It reveals a set of 'ordered relations' at the same time that its very existence reflects a contravention of that order.</p>
	Tutorial	<p><b>Week 9 Tutorial</b></p> <p>We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.</p>
Week 10: 17 April - 21 April	Lecture	<p><b>Week 10 Lecture</b></p> <p><b>CLASS - Taste and Distinction (April 19)</b></p>

	<p><b>Pierre Bourdieu</b> (1930-2002) was a French academic who has contributed significantly to the fields of Sociology and Anthropology. He was influenced by sociologists such as Emile Durkheim and Karl Marx, and is notable for his theorisation of power as embodied in the form of the <i>habitus</i>. Bourdieu's book <i>Distinction</i> is huge! It shows how the dominant class uses their social, cultural and economic capital to make their tastes, preferences and desires appear to be natural when in fact they are socially constructed.</p>
Reading	<p><b>Week 10 Reading</b></p> <p>Bourdieu, Pierre ([1979]1984) <i>Distinction: A Social Critique of the Judgement of Taste</i>. Cambridge: Harvard University Press, pp. xi-xiv, 1-7, 99-109, 169-175.</p>
Tutorial	<p><b>Week 10 Tutorial</b></p> <p>We will discuss lecture themes and the reading for Week 10, and reflect on the course to tie things together.</p>
Assessment	<p><b>Essay</b></p> <p>Your reflective essay is due on <b>28 April 2023 at 11:59pm</b>.</p>

## Resources

### Prescribed Resources

Print copies of the weekly assigned readings have been compiled into an 'ARTS1870 Study Kit' which is available for purchase at the UNSW Bookshop. Electronic copies of the readings are also available on the ARTS1870 Moodle page: <http://moodle.telt.unsw.edu.au>

### Recommended Resources

Please see Moodle for more details.

### Course Evaluation and Development

Student feedback will be gathered through myExperience surveys, and you will be given opportunities throughout the term to give informal feedback. This course received excellent feedback in the myExperience course and teacher surveys (thank you!). However, as always, there are things that can be developed, improved and refreshed!

Some students told me that they wanted to see more diversity in the reading list for the course since it tends to feature dominant voices (those of dead, white males for example) at the expense of non-white, non-European, global south and Aboriginal voices. This is an enormously valuable suggestion, and here are some of my considerations. First, the course is intended as an introduction to the discipline of Sociology, and it is a fact that the discipline's history is one that is characterised by the (over?) representation of DWM voices. So, on the one hand, it's impossible to avoid this reality in order to introduce the discipline adequately; but, on the other hand, it's important to introduce you to tools, concepts and sociological insights that can enable you to approach the discipline's history with a thoughtful, critical perspective to better represent your realities. Second, many of these DWMs wrote in the last century, and some even more than a hundred years ago. Sometimes, it is difficult to see the relevance of someone's contribution if it seems overly dated. I suppose one of the assumptions governing the course is that these authors have contributed something meaningful to the discipline and continue to do so. Another guiding principle is that good sociologists should endeavor to be generous readers.

My view is that these debates are at the heart of contemporary discussions about the discipline, and I hope that we'll be able to take up your reflections, misgivings and even, pleasant surprises in reading these thinkers. And so, I look forward to discussing all this and more with you this year!

Above all, I want you to know that I've listened, and have made the following changes to the course to improve the student experience in 2023:

1. I have added a couple of readings with useful, critical concepts and insights to push our discussions about the contributions of DWMs to the discipline of Sociology. Again, I don't think it's possible to dispense with them since they are formative for the discipline, but that said, we can still challenge and critique them!

2. I have sharpened the course narrative to focus our activities on attempts to 'think' the social - that is to consider different perspectives on what the social 'is' or might be. The second half of the course is more clearly oriented to considering how power underpins experiences of gender, culture and class. This sharpening and focussing will support your studies in other social science courses and disciplines in



addition to social work (in addition to providing tools to interrogate relations of power in different contexts).

3. I have altered the assessment structure to include a class participation mark to encourage student contributions in both online and in person tutorials.

All this to say, that I very much appreciate this feedback, and that you've given me plenty to think about. I look forward to implementing them this year, and seeing how they are received! Best wishes for the coming term, and welcome to the course!

# 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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle:

<https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## 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.

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).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle should be consulted for the up to date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline (as updated in Moodle), the description in the Course Outline/Moodle applies.

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## CRICOS

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