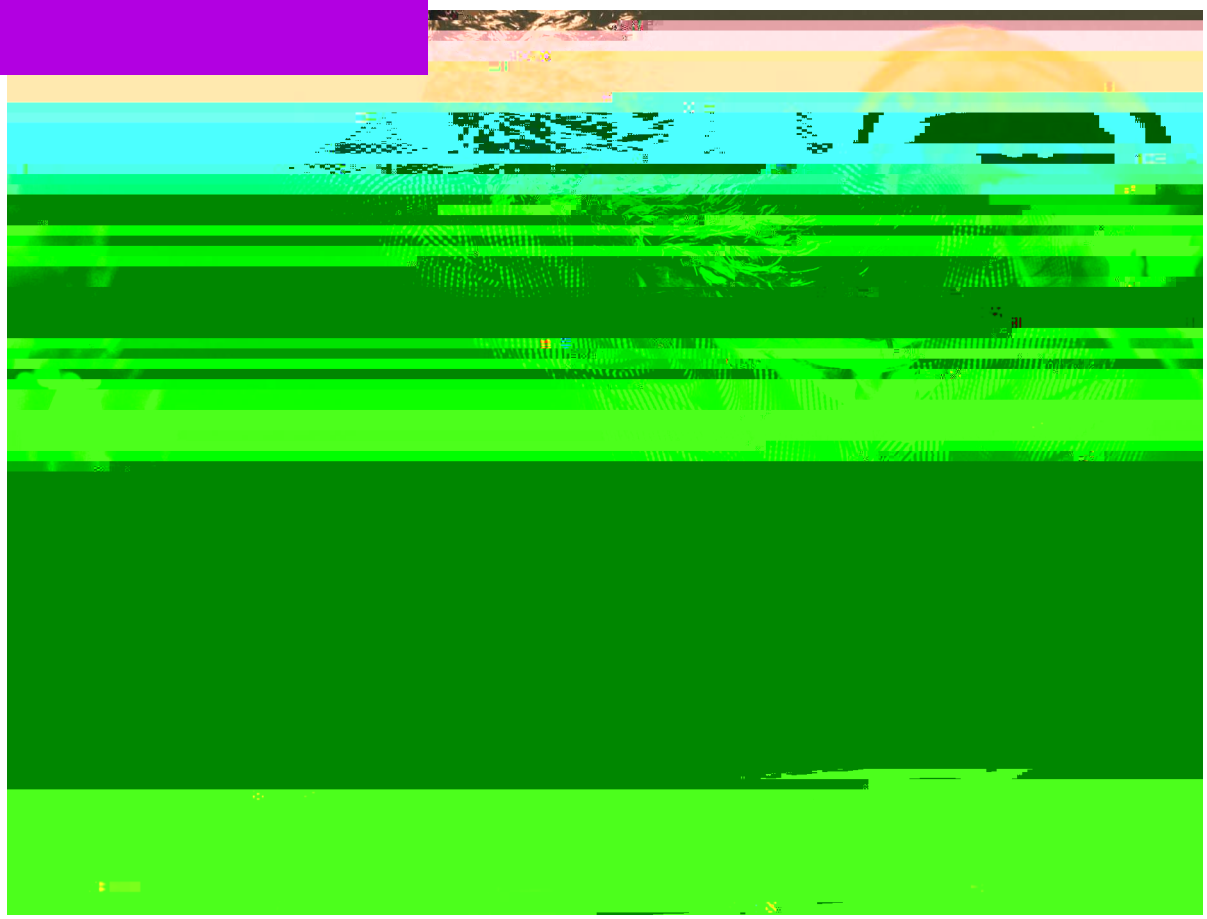


ARTS2877

Technologies, Culture, Cy

School of Social Sciences // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Katrina Louise Moore	katrina.moore@unsw.edu.au	Wednesdays 10-11 or by appointment (please email to make an appointment)	Morven Brown 112A	NA

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807

Course Details

of helping students develop their own views. Lectures consist of a variety of interactive activities that include discussion of the readings and class-wide debates.

Assessment

Note that the Friday in week 9 is Good Friday - and [hence] the classes from this day will be taking place on Wednesday of Week 11. (SoSS).

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial facilitation	20%	Not Applicable	3,4,5,6,7,8
Workbook	40%	28/04/2019 05:00 PM	5,6,8,9
Essay	40%	18/04/2019 04:00 PM	6,7

Assessment Details

Assessment 1: Tutorial facilitation

Start date: Not Applicable

Details: Group facilitations of groups ranging from 4-7 students, to be held in tutorials weeks 4 to 12. Facilitations will be 15-20 minutes in length. Students will receive written feedback (if requested) and a numerical grade within two weeks of facilitating. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards

Additional details:

Small reading groups will be formed in the class in week 2.

Each reading group will have a group leader who is responsible for collecting contact information of group members, ensuring that each group member is clear as to their assigned task, organising meetings, keeping an attendance list for every meeting, and notifying the course convenor of any concerns or grievances as soon as possible.

Each group will be collectively responsible for facilitating a 20-minute section in one of the seminar in weeks 3 to 7, focusing on the readings that were assigned.

Group members are encouraged to get to know one another and explore the different types of disciplinary knowledge and skills that each member brings to the group. Group members can support each other, drawing on their respective strengths, when preparing the readings for the facilitation.

Facilitators are expected to prepare activities and use these activities to facilitate discussion in the

tutorial. These activities are intended to generate creative thinking, active discussion, and stimulate dialogue in the classroom. Groups are encouraged to develop discussion questions and use media that they think will help the class.

Facilitation groups will use the seminar in first weeks of term to brainstorm their facilitation plans.

Remember: the aim of the facilitation is not to display your own knowledge but to help the whole class develop an

informed appreciation of the concepts and theoretical arguments arising from that week's discussion.

The facilitation will be evaluated in terms of how well it engages with the week's readings, and how helpful it is to the learning of other students. It is important to give your audience the opportunity to make their contribution.

Each group is expected to meet outside class hours to organise its facilitations. Groups will have to brainstorm on the ideas in the readings, and then plan the overall facilitation and develop a suitable division of labour. Every group member must contribute to both these meetings and the class facilitation.

Rehearse your facilitations in person, to get a sense of how well they will work for the audience:

check that your questions are both answerable and stimulating, and that the parts of the

facilitation work well together.

Marking criteria: critical analysis of the texts, depth of engagement with concepts in the week's

readings and lectures, independent research, creativity, and skilful discussion facilitation

Assessment 2: Workbook

Start date:

Details: The Workbook consists of reflections on the week's readings to be entered prior to the lecture, as well as reflections after the lecture. Approximately 300 – 400 words every week. Students will receive written feedback (if requested) and a numerical grade within three weeks of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

From Week 2 to Week 9 (inclusive), students complete 300 words each week

Please bring these drafts to tutorials each week for discussion. The drafts will include a pre-lecture component reflecting on the week's readings, and a post-lecture component. For the post-lecture

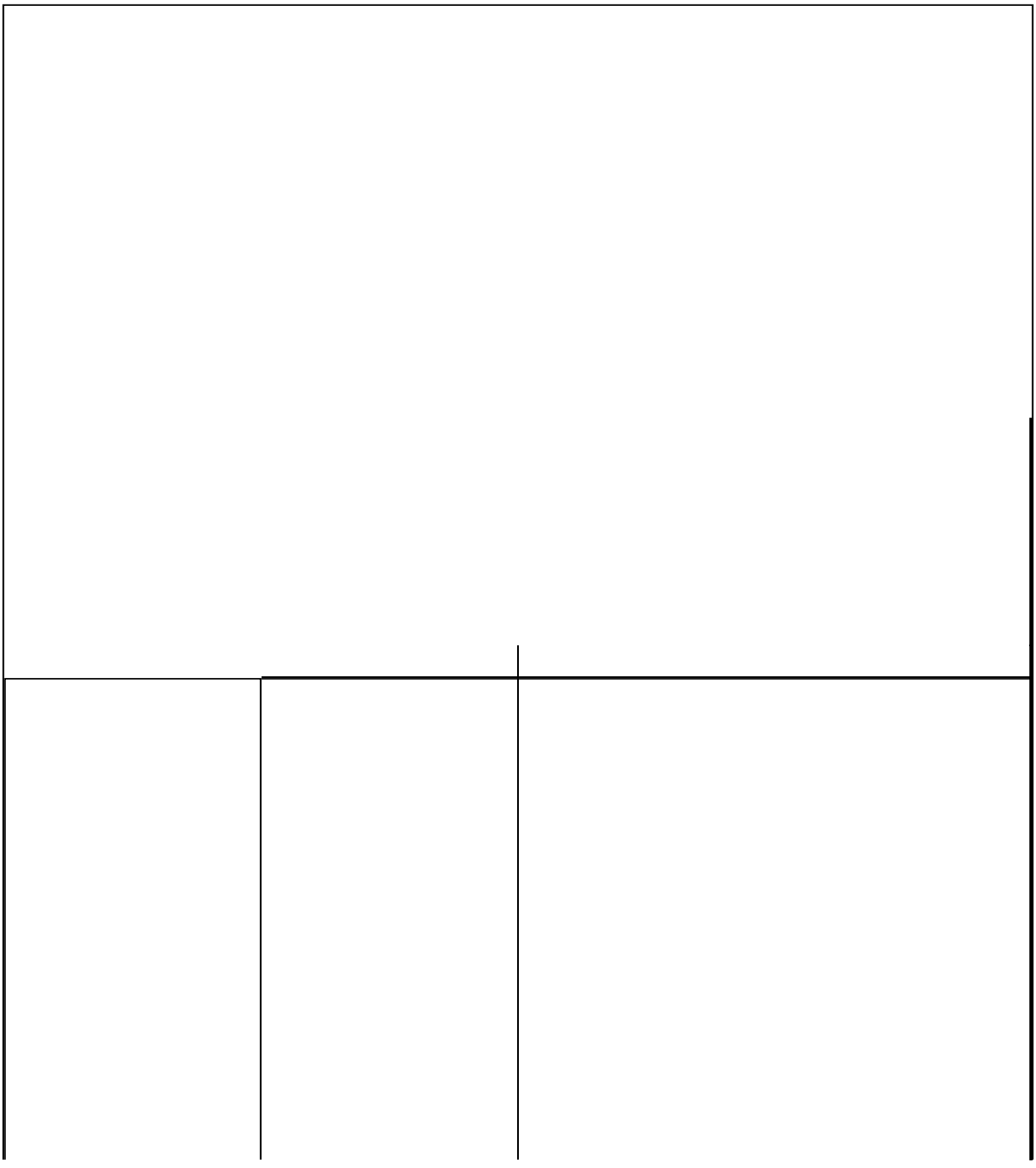
component, students must write reflections following the lecture to reflect on how their thoughts about the readings shifted with their engagement with the class discussion. Some students may write the bulk of their entries before lecture, while others may have more to write after their participation in the lecture.

At the end of the term, students must choose their best five weeks' worth of entries (maximum total word

2 Rigour: attention to detail, pushing points as far as possible, drawing out implications.

3 Independent research: Drawing on ideas from beyond the course reader.

4 Development of clear arguments with a strong sense of structure.



		mean? Confronting the Hydra." Griffith Review. Edition 35.
	Tutorial	
Week 9: 15 April - 21 April	Lecture	Art and Healing Reading: Holland, Allison. 2015. Natural disaster, trauma and activism in the art of Takamine Tadasu. The Asia-Pacific Journal: Japan Focus 13 (6) 1-6.
	Tutorial	
Week 10: 22 April - 28 April	Lecture	Note that the Friday in week 9 is Good Friday - and [hence] the classes from this day will be taking place on Wednesday of Week 11. (SoSS). Winner, Langdon. 1980. "Do Artifacts Have Politics?" Daedalus. 109:1. Special Issue: Modern Technology: Proble ‰

6) 1-6.

Resources

Prescribed Resources

Please see the course website for information about readings. All readings are available on the course website.

Recommended Resources

The University of New South Wales is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus. Information is available at http://www.healthservices.unsw.edu.au/content/mental-health

Those students requiring support for essay writing can contact me and/or make an appointment with Learning Centre staff.

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.]

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and improvements will be made to the course based in part on such feedback.

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

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.

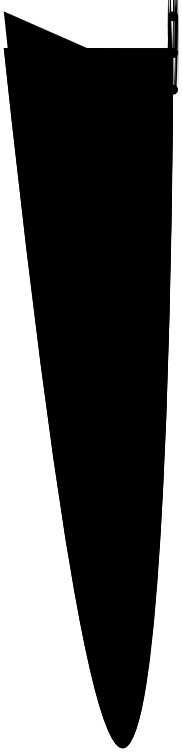
Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to 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

- 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;