

ARTS1870

Rethinking the Social

Term One // 2020

Course Details

Credit Points 6

Summary of the Course

This course is an introduction to sociological and anthropological pers

environment where students can learn from one another. Small groups will be formed for the first tutorial in Week 2 or 3. In the second half of the term, groups will be formed for the second tutorial during tutorial time. Groups will be expected to meet to discuss the reading questions and to facilitate tutorial facilitation outside class time.

Reading Questions: Reading questions will be available on-line to assist students as a point of reference for discussion in the tutorial.

Assessment

Attendance Policy

In this course you are expected to attend at least 80% of classes. Roll attend less than 80% of your classes you may be refused final assessment. If you do not attend at least 80% of possible classes your final assignment may be null and void. For the purpose of attendance monitoring, the final assessment for this course will determine your overall grade for this course. This is the assessment item that will determine if you meet the attendance requirement for this course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Workbook	40%	9 March (Weeks 2 & 3); 27 April (Weeks 4 to 10)	2,3
Group Facilitation	25%	Weeks 4, 5, 7, 8, and 9	1,3
Essay	35%	01/05/2020 11:59 AM	1,2,4

Assessment Details

Assessment 1: Workbook

Start date:

Length: Approximately 400-500 words per week

Details: Students will prepare written entries of 1-2 pages on the assignment, submitted and assessed periodically through the term. Feedback: Write a criteria sheet.

Additional details:

You will submit your workbook entries for Weeks 2 to 3 for graded feedback.

You will submit entries for Weeks 4, 5, 7, 8, and 9 for graded feedback.

Turnitin setting: assignment is submitted through Turnitin and students receive reports.

Assessment 2: Group Facilitation

Start date:

Length: 20 minutes

Details Students will design an in-class activity (20 min) that brings in the text under consideration. They will be assessed on their ability to the practical implications of the reading for everyday life. Students will tutorial group facilitation in the semester. Each group will receive a criteria sheet + written comments and verbal feedback on the day.

Additional details:

Group facilitations will be held in 7, 8 and 9.

Turnitin setting: is not a Turnitin assignment

Assessment 3: Essay

Start date:

Length: 1000 words

Details Reflective essay Students will write an essay (1000 words) that i moments they experienced in the course. These experiences will be di course content in order to demonstrate an understanding of key conce the course.

Additional details:

The essay is due on 20/01/2020 at 5 p.m.

Turnitin setting: assignment is submitted through Turnitin and students reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 17 February February	Lecture 1	<p>Introduction (February 19)</p> <p>This class will introduce the course, of its main questions and themes. We the course aims and its organisation.</p> <p>We are social creatures, but what in fact mean? And who, or indeed what, are we? These are two basic questions the building blocks of our discussion for a few weeks. We will begin by identifying and challenging some pre-conceived ideas about social and society in order to determine what might need to develop an understanding of human life.</p>
	Tutorial	<p>Week 1 Lecture and Reading Content</p> <p>Tutorials begin this week. Today, you will meet your tutor and classmates. We will introduce the course and address your questions about the course tasks such as the workbooks and group facilitations. You will be organised into groups for the group facilitation. We will discuss attendance requirements and administrative details.</p>
	Homework	<p>Prepare before-class workbook entry in advance of Week 2's Lecture.</p> <p>Please read the extract from 'Sociological Imagination' by C. Wright Mills. What are the basic problems that Mills identifies that confront individuals in their everyday lives? For what is the challenge and the promise of sociology in helping to address these problems? In your own words, what can sociology offer? Write your reflections in your workbook.</p>
	Reading	<p>(For Online Admission) Duneier (1999) 'When you gotta go' Pp. 70-81 New York: Farrar, Strauss and Giroux.</p>

	Online Activity	<p>There are two aspects to this online activity:</p> <p>1) Please read the following which can be found in your reading pack (available from the bookshop or online via Moodle): Mills, C. Wright (1999) 'When you gotta go' Pp. 173-181 in Sidewalk New York: Farrar, Strauss and Giroux</p> <p>2) Complete the online activity on the Moodle site.</p>
Week 2: 24 February - 28 February	Lecture 2	<p>The Sociological Imagination (1959)</p> <p>C. Wright Mills (1916-1962) was an American sociologist. His book The Sociological Imagination is a classic text in sociological thinking. It is one of those rare books that can stand up to the scrutiny of time. It also has the honour of being a reading of choice for introduction to sociology courses across the English-speaking world. (This course is no exception!) It serves as a provocation to sociological thinkers to think about what matters in the study of social life. It introduces a perspective, namely a sociological imagination, to analyse the complex relationship between individual and society, private and public issues.</p>
	Reading	<p>C. Wright Mills (2000[1959]) The Sociological Imagination Oxford University Press.</p>
	Tutorial	<p>Tutorial - Week 2 Lecture and Reading</p> <p>We will address any administrative questions you might have, and will begin to finalise your tutorial groups. We will discuss the lecture and readings, and in so doing, we will try to explore the themes from this week and last week.</p>
	Homework	<p>After tutorial this week, complete your after-class workbook entry to conclude the week.</p> <p>After your tutorial, take some time to reflect on what you've learned from C. Wright Mills and Duneier. Does Mills' perspective stand up to your scrutiny? How does he help us to think about the nature of the social? Does Duneier's perspective offer some examples of the relationship between individual troubles and public issues? Return your completed workbook, and re-read your previous entry on your entry, and add any new insights. You may delete your previous work if you find you disagree with what you have already written.</p>

		decisions about how we show ourselves and what we share with others, dependence and familiarity, as well as feelings of risk of embarrassment.
	Reading	Erving Goffman (1914-1982) <i>The Presentation of Self in Everyday Life</i> . New York: Anchor Books, 1959.
	Tutorial	Week 5 Lecture and Reading Content Group facilitations continue this week please be sure to speak to your tutor as possible if you and/or your group are experiencing difficulties. In the time remaining, we will discuss the themes and the reading for this week.
	Homework	After tutorial this week, complete your after-class workbook entry to conclude week 5. Reflect on what you have learned from the lecture. Identify recurring themes, and reflect on how 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 thoughts and be sure to date your new thoughts and reflections. Prepare your before-class workbook entry in advance of Week 7's Lecture. Read Mauss's article, and try to think of your body as reflecting social techniques. What words, what are some socially constructed activities that you do things? Try to think of as many examples as you can. Now, you might ask yourself whether your examples conform to Mauss's principles if so, how? If not, can you explain why? You might also return to Durkheim's <i>The Division of Labour in Society</i> and ask: is a Social Fact? and consider whether you can detect any resonances between Durkheim's and Mauss's? You might also consider whether Mauss adds something to Goffman's analysis.
Week 6: 23 March Online Activity March		Flexibility Week! There are no scheduled lectures or tutorials this week. In lieu of lecture/tutorial, please complete your online activity. See Moodle for details.
Week 7: 30 March Lecture April		Social Techniques of the Body (April 1936) Marcel Mauss (1872-1950) was a French

	<p>academic who has contributed significantly to the fields of Sociology and Anthropology. He worked closely with Emile Durkheim, and was Durkheim's nephew. The article 'Techniques of the Body' was originally delivered as a lecture at a regular meeting of the French Psychological Society. In it, Mauss begins with a concrete example of bodily experience – walking and swimming – to demonstrate how these different ways of doing things are socially and culturally constructed. In other words, he argues that society has its own habits about the way we swim, walk, talk and eat. He uses this to identify different principles for analyzing social techniques of the body from one society to the next.</p>
Reading	<p>Marcel Mauss (1973 [1935]) 'Techniques of the Body' <i>Economy and Society</i> 70-88 (Excerpt)</p>
Tutorial	<p>Week 7 Lecture and Reading Content</p> <p>Group facilitations continue this week. Please be sure to speak to your tutor as much as possible if you and/or your group are experiencing difficulties.</p> <p>In the time remaining, we will discuss the themes and the reading for this week.</p>
Homework	<p>After tutorial this week, complete your after-class workbook entry to conclude Week 7.</p> <p>Reflect on what you've learned about the techniques of the body. Return to your previous entries and try to make connections between them and the work of the other thinkers you've studied. Add any new insights to your previous week and to your other entries, and bring them to the next class.</p> <p>Prepare your before-class workbook entry in advance of Week 8's Lecture.</p> <p>Read the excerpts from Proudhon's 'The Danger of Dirt'. How does the presence of dirt in a space signify something significant about social values? From there, what internal feelings does the presence of dirt inspire? Are these feelings different from those associated with cleanliness? Record your observations in your workbook. You might also try to make some connections</p>

		Douglas's observations and the think week if you can.
Week 8: 6 April	Lecture	Purity and Danger (April 8) Mary Douglas (1921-2007) was a Cultural Anthropologist who followed in the tradition established by Durkheim. Her Purity, Hazard and Danger is a classic study of how the dirt is socially constructed. She explains ideas about hygiene are related to order and disorder; and consequently, she explains beliefs about what is considered to be unclean uphold moral values. For Douglas, dirt is not a random phenomenon. It reveals ordered relations at the same time its existence reflects a contravention of
	Reading	Mary Douglas (1966) Purity and Danger: An Analysis of the Concepts of Pollution and Taboo. London: Routledge, Excerpts.
	Tutorial	Week 8 Lecture and Reading Content Group facilitations continue this week please be sure to speak to your tutor as possible if you and/or your group are experiencing difficulties. In the time remaining, we will discuss the themes and the reading for this week.
	Homework	After tutorial this week, complete your

		does the process of exchange inspire make any connections between Simmel's observations and work of previous this section?
Week 9: 13 April April	Lecture	Exchange & Value (April 15) Georg Simmel (1858-1918) was a German Sociologist who worked on the margin German Academy. By all accounts he outstanding lecturer, and was considered quite a showman. His lectures became cultural events in his native Berlin, but was never able to secure the title of was eventually given an Honorary title working at a remove from academic life because of it, Simmel wrote on many and unorthodox sociological topics: love, secrecy, money and strangeness. This consider an excellent philosophy of Money which was originally published in discussion highlights the relationship value and effort, as well as the tension sacrifice and desire. In this way, he important questions about what we value and whether love, food, and honour are being exchanged, and indeed sacrificed.
	Reading	Georg Simmel (1971) Exchange and Individuality and Social Forms: Selected Writings (ed. Donald N. Levine). Chicago University of Chicago Press.
	Tutorial	Week 9 Lecture and Reading Content We will discuss lecture themes and the Week. This is the last week for group
	Homework	After tutorial this week, complete your after-class workbook entry to conclude 9. Reflect on what you've learned from of exchange and value. Return to your entries and try to make connections to have studied in this section of the course. new insights to your entry for this week other entries, and be sure to date the Prepare your before-class workbook entry in advance of Week 10's Lecture. Read Johnson/Latour's article. Begin on the sociality of things. To what extent

		<p>argument challenge traditional assumptions about the nature of (human) sociality? What are the stakes? And do you think it matters? Revisit your previous entries and try to find connections you can between Latour and other thinkers in the course.</p>
<p>Week 10: 20 April 21 April</p>	<p>Lecture 10</p>	<p>CONCLUSION: Humans & Non-Humans (22)</p> <p>Jim Johnstone is the pseudonym adopted by Latour (b. 1947) who is a French Sociologist. His article considers the sociality of non-humans as a provocative challenge to a mainstream view of sociality.</p>

		10 are due on April 27 (11:59 p.m.) Essay Your reflective essay is due on May 1
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Submission of Assessment Tasks

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Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please contact External Support on 9385 3331 or email them on external@tel. Support hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this as evidence to support your extension application. If you email

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or images without attribution, or using quotation marks. This also applies to images, art and presentations where someone presents another's ideas or words without attribution.

Inappropriate paraphrasing: Changing a few words and phrases while maintaining the overall structure and/or progression of ideas of the original, and information is not attributed. This applies in presentations where someone paraphrases another's ideas or words, or piecing together quotes and paraphrases into a new whole, without attribution.

Collusion: working with others but passing off the work as a person's own. This includes providing your work to another student before the due date, or

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct
UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the library
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a better understanding of the related aspects of ELISE will help you make the most of your studies at UNSW. For more information, visit <http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

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