



# ARTS3991

Arts and Social Sciences Capstone

Summer // 2021

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
James Keating	<a href="mailto:j.keating@unsw.edu.au">j.keating@unsw.edu.au</a>	by appointment	Room 280, Movern Brown	

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

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## Course Details

### Credit Points 6

### Summary of the Course

The Arts & Social Sciences Capstone is a multi-disciplinary course that provides you with an opportunity to reflect on your disciplinary studies over the previous three levels of study. In particular, the course will consider classics in the literature of liberal education to ask to what extent your study has lived up to the various conceptions and ideals of a university education. You have a chance to think about your own discipline in conversation with students from other disciplines, while developing your own awareness of the disciplinary knowledge and understanding you have acquired.

The course is aimed at assisting you with the transition from your current degree to your role in the world as citizens in employment or further education.

Note: The course will be made available for Summer session providing more flexibility for students meeting this requirement of their program/major. For students for whom summer is not your last session of enrolment, you must obtain approval from your major convenor to enrol in the capstone provided you have completed the necessary courses in your major. Enrolment in the capstone requires faculty approval. Please contact the [UNSW Arts & Social Sciences Student Services](#).

### Course Learning Outcomes

1. Articulate an understanding of the theoretical and methodological principles of their discipline
2. Demonstrate comprehension of ethical and social responsibilities in the practice of their discipline
3. Articulate the ways in which their disciplinary training could be used in further study or the world of work
4. Critically evaluate and reflect on key arguments and debates in the humanities and social sciences.

### Teaching Strategies

The Arts & Social Sciences Capstone provides students with the opportunity to reflect on their disciplinary studies over the previous three levels of study. As well as demonstrating their understanding of the major theoretical and methodological principles within their discipline, students will consider the ethical and social responsibilities associated with their area of study and will look to the future to understand how their studies have prepared them for a career or further study.

The course will be student-centred and seminar driven. The major assessment task will be a research essay which will allow students to demonstrate their achievement of the Graduate Attributes for their area of study. A journal portfolio will be kept through the course which will allow students to reflect on their learning over the three levels of their major.

The course will involve seminar-style interactive discussion based on the ideas and stimulus of weekly readings. Participants will be required to make two presentations, leading discussion by giving a critical analysis and overview of key ideas in the readings as these bear on their own discipline and views. Critical, analytical thinking will also be developed through an extended, critical academic essay on a topic to be chosen in consultation with the lecturer.

## Assessment

Suggested research essay topics will be provided on Moodle, but please feel free to get in touch with me should you want to tweak them or develop your own.

Any conventional academic referencing system is acceptable, so long as you apply it consistently and correctly.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Seminar reflection	20%	20/01/2021 11:59 PM	3, 4
Research essay	50%	29/01/2021 11:59 PM	1, 2, 3
Take-home assignment	30%	11/01/2021 11:59 PM	1, 2, 4

### Assessment Details

#### Assessment 1: Seminar reflection

**Start date:** Not Applicable

**Length:** 750 words

**Details:**

A critical reflective summary of 750 words on an assigned seminar discussion. Feedback via individual comments.

**Additional details:**

The goal of this assessment is to reflect critically on one of our seminar discussions over the course of the term. The idea is to use your own pathway through the material to open up discussion not only of the content, but also of its wider utility. You might want to respond, in more depth, to one of the questions we discussed in class, or to make connections with the ideas in the text and your own disciplinary background; use the seminar's material to illuminate a contemporary issue; to explore how scholars in particular disciplines develop arguments, etc.

Please **do not simply summarise** the reading and do remember to give your discussion a bit of structure. While this is not a formal essay, do write in full paragraphs and, where necessary, include references.

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

#### Assessment 2: Research essay

**Start date:** Not Applicable

**Length:** 2,500 words

**Details:**

A critical, analytical, and scholarly academic essay of 2,500 words. Feedback via individual comments.

**Additional details:**

Suggested essay topics and a detailed rubric will be made available on Moodle. Please feel free to develop your own in consultation with me. Any conventional academic referencing system is acceptable so long as you apply it consistently.

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

**Assessment 3: Take-home assignment**

**Start date:** Not Applicable

**Details:**

A critical analysis of assigned articles (1,250 words). Feedback via individual comments.

**Additional details:**

Articles for critical analysis and the essay question and rubric will be made available on Moodle as soon as the course commences.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
4 January - 8 January	Seminar	<p><b>Seminar 1 (4 January): Course introduction &amp; the origins of Western science and philosophy</b></p> <p>Reading: Karl Popper, 'Back to the Pre-Socratics' (1959).</p> <p>In addition to familiarising ourselves with the seminar format and course assessments, we'll begin the course by thinking through the origins of western philosophy and science. This moment, when mythologies were discarded in favour of reason, might be thought of as the beginning of the critical tradition and, as such, an idea of education that has persisted through to this day.</p> <p><i>Note: all course readings will be posted to the Leganto alongside additional reading/links that might help you with your essays/reflective writing.</i></p>
	Seminar	<p><b>Seminar 2 (5 January): Dissent, corrupting the youth, Gods, and the state</b></p> <p>Reading: Plato 'The Apology of Socrates' &amp; Israel Scheffler, 'Reflections on Educational Relevance' (1969).</p> <p>What is the purpose of an education? To consider this we will examine two quite different texts. The first, Plato's account of Socrates' trial and 'apology', charts the transformation of the earthly concerns of the pre-Socratics to an education concerned with virtue and invites us to think about the value of criticism and how best to respond to it. Israel Scheffler's short 1967 article asks what it might mean to make an education 'relevant' and how the pitfalls to avoid if we want to shape a society that values free inquiry, humanity, and rationality.</p>

Seminar	<p><b>Seminar 3 (6 January): The purposes of education</b></p> <p>Reading: C. P. Snow, 'The Two Cultures', (1959) &amp; W. E. Massey, 'C. P. Snow and the Two Cultures, Sixty Years Later' (2019).</p> <p>In this seminar we will discuss the British scientist and novelist C. P. Snow's controversial and influential 1959 lecture, 'The Two Cultures', in which he reflected on the fundamental division in the western intellectual tradition between the sciences and humanities. The lecture was intended both as a critique of the British mid-century education system but also what Snow saw as the loss of a common intellectual culture and its effects on efforts to solve 'global' problems. Snow's critique and responses to it have remained an undercurrent in debates about the university, as we shall see when we read Massey's short reflection on Snow in the 21st century.</p>
Seminar	<p><b>Seminar 4 (7 January): Nationalism, propaganda, indoctrination</b></p> <p>Reading: George Orwell, 'Notes on Nationalism', (1945) &amp; Arundhati Roy, 'The Algebra of Infinite Justice' (2001)</p> <p>This this seminar we will discuss nationalism, thinking through George Orwell's essay, written during the final stages of the Second World War, and Arundhati Roy's response to the 9/11 terrorist attacks. We will discuss what nationalism is, where it rises from (and, crucially, the role of education in this process), its effects on the body politic, and critique the ends that unchecked nationalism - in the minds of both authors - can lead us to.</p>
Seminar	<p><b>Seminar 5 (8 January): Evidence, justification, rational belief</b></p> <p>Reading: W. K. Clifford, 'The Ethics of Belief' (1877), William James, 'The Will to Believe' (1896).</p> <p>Why do we believe what we believe and how do we know when we should modify or give a belief up? Today we'll discuss the mathematician William Clifford's famous essay, which started a philosophical tradition - the ethics of belief. Whereas Clifford argued that we are always obliged to have sufficient evidence for every one of our beliefs, the philosopher William James set out a</p>

		<p>pragmatic position in response. He argued that there are some contexts in which it is fine to form a belief even though we don't have sufficient evidence for it, and even though we know that we don't. We'll pick apart this debate, then apply it to a set of contemporary examples.</p>
11 January - 15 January	Seminar	<p><b>Seminar 6 (11 January): Pedagogy, oppression, and decolonising the curriculum</b></p> <p>Reading: Paolo Freire, <i>Pedagogy of the Oppressed</i> (1970); Raewyn Connell, 'Decolonising Knowledge, Democratising Curriculum' (2016); and Chelsea Bond and Byran Mukandi, 'Reconciling Black Presence in the Academy', (2019).</p> <p>Today we'll be discussing critiques of the Western intellectual tradition and its ways of teaching and learning by reading excerpts from the Brazilian educator Paolo Freire's <i>Pedagogy of the Oppressed</i>. Moving from Freire's argument about the role of education as a way of freeing individuals and societies from oppression, we turn to the recent push to decolonise university curricula, examining its principles, what it hopes to achieve, and what this entails for the 'western canon'. In addition to the two set readings, I will post a series of shorter pieces on decolonising curricula from a range of voices to the course Leganto.</p>
		<p><b>Seminar 7 (12 January): The Western Canon, Postmodernism &amp; the Science Wars</b></p> <p>Reading: Peter Slezak, 'Sociology of Scientific Knowledge and Science Education Part 2' (1994) &amp; John Searle, 'The Storm over the University' (1990).</p> <p>In this seminar we will examine a moment of 'crisis' in higher education, thinking through first the implications of applying social constructivism to the scientific method, then considering Peter Slezak's analysis of this as a fundamental challenge to the Western tradition of scientific knowledge and education. We then turn to John Searle's article on a series of crises in the American higher education system in the 1990s, and use these as a starting point for thinking about the idea of a crisis in higher education more broadly, and whether these concerns still resonate with us today.</p>
		<p><b>Seminar 8 (13 January): The Social role of Universities, Propaganda, and Critical Thinking</b></p>



	<p>Reading: Clinton Fernandes, 'The wild man in the wings: Noam Chomsky' (2005); Noam Chomsky: Some Thoughts on Intellectuals and the Schools' (1966); Noam Chomsky, 'The Responsibility of Intellectuals', 1967 (these are all short pieces!).</p> <p>Today we consider the notion that universities should act as bastions of critical thinking in western societies. What is critical thinking and should this be at the core of the university's mission? To answer these questions we turn to the work of the American linguist, philosopher, and activist Noam Chomsky, considering his writing on the obligation of those at universities to engage with current social issues and the challenges that this kind of work posed for students and teachers alike in 1960s America, and where it might sit in both Australia and globally now. Chomsky's essay, 'The responsibility of intellectuals', has generated dozens of responses over the years, so taking a look at some divergent opinions here might be a useful way of preparing for this class.</p>
	<p><b>Seminar 9 (14 January): The Freedom of Speech</b></p> <p>Reading: John Stuart Mill, <i>On Liberty</i>, (1859) chapter 2 - 'Of the Freedom of Thought and Discussion' &amp; George Orwell, 'Preface to <i>Animal Farm</i>' (1945).</p> <p>What is freedom of speech and why does it matter to us? In our penultimate seminar we discuss the freedom of speech and the importance of avenues for dissent in an open society. We will discuss some of these principles as they arise from the English philosopher J.S. Mill's 1859 essay <i>On Liberty</i> before turning to the writer and activist George Orwell's discussion of these ideas in his preface to his classic allegorical novel <i>Animal Farm</i> (1945).</p> <p>In addition to these readings, please come prepared with a contemporary example of the either the power or limits free speech in Australia or elsewhere (in the classroom or beyond) for us to discuss. These examples don't have to be about repression or undue restriction, after all even the most open societies tend to place some limits on what can or cannot be published.</p>

## **Resources**

### **Prescribed Resources**

Course readings and assessment materials will be available online in Moodle.

### **Recommended Resources**

Not available.

### **Course Evaluation and Development**

Student feedback will be gathered through informal personal feedback and the anonymous online myExperience system.

The present iteration of this course reflects student feedback from previous iterations regarding themes and seminar style collaboration.

## **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 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 plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

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;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

Max Dupain, 'View of Main Walkway from Anzac Parade, July 1964', UNSW Archives, CN122/194.

## **CRICOS**

CRICOS Provider Code: 00098G

## **Acknowledgement of Country**

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.