ARTS4248

The Humanities, Then and Now

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Robert Buch	Robert.Buch@unsw.edu.au	Monday 12:00-13:00	Morven Brown 249	9385-8643

School Contact Information

School of Humanities and Languages

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

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/

Course Details

Credit Points 12

Summary of the Course

The "humanities" is an umbrella term used to refer to those university disciplines concerned with human culture and values – including history, philosophy, literature, languages, the arts, music and drama. Yet these disciplines and their relationship have themselves a rich and evolving history within the institution of the university. This course introduces you to this history, from the Early Modern studia humanitatis to their establishment as different disciplines in the nineteenth-century research university to the various challenges the humanities faced in the latter half of the twentieth century and at the beginning of the twenty-first century. This genealogy provides you with an understanding of the diverse and divergent assumptions and objectives of research in the humanities and the numerous paradigm shifts they underwent. We discuss the humanities in relation to the modern sciences and their claims to objectivity as well as in relation to the ancient traditions of self-knowledge and self-improvement. The aim is to allow you to situate your own research, both historically and in a cross-disciplinary context.

At the conclusion of this course the student will be able to

1. Distinguish different epistemological and cultural traditions that have shaped the Humanities and their institutional contexts.
2. Compare and evaluate different paradigms that have re-oriented the Humanities in the latter half of the twentieth century and in the early twenty-first century.
3. Explain changing perspectives in the history of a specific discipline and situate them in relation to broader developments in the Humanities.
4. Communicate effectively and present work in a manner that conforms to scholarly conventions and subject guidelines.

Teaching Strategies

The course will be taught in the first weeks through a seminar for the entire School cohort led by a single convenor. This will be followed in later weeks by disciplinary reading programs. The combination will provide for the development of interdisciplinary dialogue across cognate disciplines and networks, together with the exploration of discipline-specific theoretical formulations and issues. The class will come together at the end for presentations and discussions of disciplinary problems within an interdisciplinary setting.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Weekly blogs (1)	25%	Not Applicable	1,2,4
Weekly blogs (2)	30%	week 9 & 12	2,3,4
Essay	45%	07/05/2018 09:00 PM	1,2,3,4

Assessment Details

Assessment 1: Weekly blogs (1)

Start date: Week 2

Details: Students document their responses to and analysis of reading materials discussed in the first five weeks of the course, five blog entries of up to 300 words per week. Feedback via rubric, as well as brief individual written comments as required and general feedback to the class.

Additional details:

Submissions are due each Sunday, 23:00, wks 2-6.

Once you have done two submissions, you need to re-submit them via Turnitin for feedback and marking. You do the same for the remaining three. Copy and paste your responses into a Word document and submit them via the Turnitin link on the course Moodle page.

Assessment 2: Weekly blogs (2)

Start date: Week 7

Details: Students document their responses to and analysis of readings of key texts in their disciplines in the second half of the course; a total of five blog entries of up to 500 words for each blog.Feedback via rubric, as well as brief individual written comments from supervisors.

Additional details:

The five responses to discipline-specific readings aren't submitted week by week as in the first half of the course. Instead, you submit them in two sets, of two and three, via Turnitin.

In other words, there will be a Turnitin link for the first two responses to the discipline-specific readings, due week 9 (at the latest); then there will be a second Turnitin link for the remaining three submissions, to be submitted by week 12 at the latest.

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

Assessment 3: Essay

Start date: Not Applicable

Length: 3000 words +/-10%

Details: In a 3,000 word essay, students explore a particular paradigm, concept, approach or method and situate it within the broader development of the discipline(s) and the humanities – an opportunity to reflect on, engage with, and historicise disciplinary questions that may be relevant to the student's thesis without duplicating work done for the thesis. Students receive written feedback. This is the final assessment item for attendance purposes

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

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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 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.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

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)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Seminar	Introduction: A Short History of the Humanities
Week 2: 5 March - 11 March	Seminar	'Objectivity' and the scholarly subject
	Reading	Lorraine Daston, "Objectivity and Impartiality" in Rens Bod et al., eds., *The Making of the Humanities, Vol. III: The Modern Humanities*, Amsterdam: Amsterdam UP, 2014, 27-41. Max Weber, "The Vocation of Science" (1918-19) in Weber, *Collected Methodological Writings*, New York: Routledge, 2013, 335-353. Recommended: Lorraine Daston and Peter Galison, "The Scientific Self" in Daston, Galison, *Objectivity*, New York: Zone Books, 2007, 191-151. Karl Löwith, "Max Weber's Position on Science," Peter Lassman et al., eds., *Max Weber's 'Science as Vocation'*, London, Boston: Unwin, 1989, 138-156.
Week 3: 12 March - 18 March	Seminar	Structuralism/Poststructuralism
	Reading	Elizabeth A. Clark, "Languages and Structures" in Clark, *History, Theory, Text. Historians and the Linguisttic Turn*, Cambridge, Mass./London: Harvard University Press, 2004, 42-62. Michel Foucault, *Discipline and Punish* (excerpts), in Paul Rabinow, ed., *The Foucault Reader*, London: Penguin, 1991, 188-206. Recommended Roland Barthes, "The Structuralist Activity" in Barthes, *Critical Essays*, trans. R. Howard, Evanston: Northwestern University Press, 1972, 213-220. Foucault, "Truth and Power" in Paul Rabinow; Nikolas Rose, eds., *The Essential Foucault*, New York: New Press, 2003, 300-318.
Week 4: 19 March - 25	Seminar	Feminist and Gender Theory

March	Reading	Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis" in Scott, *Gender and the Politics of History*, New York: Columbia University Press, 1999, 28-50. Ellen Messer-Dawidow, "Disciplining Women" in Messer-Dawidow, *Disciplining Feminism. From Social Activism to Academic Discourse*, Duke University Press, 2002, 19-48. Recommended Clare Hemmings, "Telling Feminist Stories" in *Feminist Theory*, Vol. 6 (2), 115-139. Sara Ahmed, "Bringing Feminist Theory Home" in Ahmed, *Living a Feminist Life*, Durham, N.C., Duke University Press, 2017, 1-18.
Week 5: 26 March - 1 April	Seminar	The Postcolonial Turn
	Reading	Edward Said, "Imaginative Geography and Its Representation: Orientalizing the Oriental" in Said, *Orientalism*, London: Routledge, 1978, 49-72. Wester Wagenaar, "A New Face of Orientalism," *Asia in Focus*, No. 3, 2016, 46-54. Recommended: Daniel F. Vukovich, "Sinological-Orientalism Now. 'China' and the New Era" in Vukovich, *China and Orientalism: Western Knowledge and the P.R.C.*, New York: Routledge, 2012, 1-23. Reynaldo C. Ileto, 'Orientalism and the Study of Philippine Politics," *Philippine Political Science Journal*, 01 December 2001, Vol. 22 (45), 1-32. Robert J. C. Young, "Disorienting Orientalism" in Young, *White Mythologies*, London, New York: Routledge, 2004 (first published 1990), 158-180. Dipesh Chakrabarty, "Postcolonialiy and the Artifice of History" in Chakrabarty, *Provincializing Europe*, Princeton NJ: Princeton UP, 2000, 27-46.
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Seminar	The Anthropocene and the Future of the Humanities
	Reading	Dipesh Chakrabarty, "The Climate of History", *Critical Inquiry*, Vol. 35, No. 2 (Winter 2009), 197-222.

		Stefan Collini, "The Future of the Humanities" in Collini, *Speaking of the Universities*, London: Verso, 2017. Recommended: Dipesh Chakrabarty, "Humanities in the Anthropocene: The Crisis of an Enduring Kantian Fable" in *New Literary History*, Vol. 47, Numbers 3 & 3, Spring & Summer 2016, 377-397. Stefan Collini, "Reading the Ruins: Criticism and ›the Idea of the University‹" in Collini, *Speaking of the Universities*, London: Verso, 2017.
Week 7: 16 April - 22 April	Reading	Discipline-specific readings No class
Week 8: 23 April - 29 April	Reading	Discipline-specific readings No class
Week 9: 30 April - 6 May	Assessment	Responses to first two sets of discipline-specific readings due 30 April, 21:00, via Turnitin. No class
	Reading	Discipline-specific readings
Week 10: 7 May - 13 May	Reading	Discipline-specific readings No class
	Assessment	Research essay due, 7 May, 21:00, via Turnitin.
Week 11: 14 May - 20 May	Reading	Discipline-specific readings No class
Week 12: 21 May - 27 May	Assessment	Responses to final three sets of discipline-specific readings due 21 May, 21:00, via Turnitin. No class

Resources

Prescribed Resources

Weekly readings are available on the course Moodle page.

Discipline-specific reading lists will be made available on Moodle. Students should consult with their Honours supervisors about the selection from their respective lists.

Recommended Resources

Additional recommended readings on the topics covered in weeks 2-6 are available on Moodle course page.

Course Evaluation and Development

Formal feedback from students will be collected via myExperience and will be used to improve future iterations of this course. Informal feedback is also very welcome.

Image Credit

Synergies in Sound 2016

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