# ARTS2871

Power and Powerlessness

Term Three // 2019

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|------|-------|--------------|----------|-------|
| Melanie White | melanie.white@unsw.edu.au | Wednesdays 9:30-10:30am, 1:30-2:30pm, and by appointment | MB162 | 02 9385 2304 |

## School Contact Information

School of Social Sciences

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# Course Details

## Credit Points 6

## Summary of the Course

Subject Area: *Sociology and Anthropology*

What is power?  What are its effects?  What is power's relation to powerlessness? Power is a fundamental concept in the social sciences.  It is also one of the most contested. In this course, you will consider different approaches to power from the perspective of power's relation to powerlessness. We will consider how power and powerlessness are understood and experienced in relation to companion concepts such as violence, freedom, knowledge, sovereignty, bodies, creativity, and rights.

## Course Learning Outcomes

1. Recognise key issues in theorizing the intersection of power with powerlessness
2. Distinguish between different perspectives on power
3. Practice reading as a mode of active analytical engagement.
4. Apply skills associated with scholarly inquiry including those related to critical analysis, argument and written expression

## Teaching Strategies

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

This course will be 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.  Students 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 organize small groups to establish a collaborative working environment where students can learn from one another.

**Reading Questions**

For each weekly reading, you will find reading comprehension questions posted to the University LMS. These will help to orient you with respect to the arguments presented in the assigned readings.

# Assessment

**Attendance Policy**

In this course you are expected to attend at least 80% of classes. This means that you must attend 10/12 of tutorials. If you attend less than 80% of your classes you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment may receive a mark of zero. For the purpose of attendance monitoring, the final assessment for this course is the Workbook worth 50% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Workbook | 50% | Week 6 and Week 10 | 2,3,4 |
| Group Facilitation | 20% | Weeks 5 to 9 | 1,2 |
| Essay | 30% | 25/11/2019 11:59 PM | 1,2,4 |

## Assessment Details

**Assessment 1: Workbook**

**Start date:**

**Length:** 500 words per week

**Details:** Students will prepare written entries of 1-2 pages on the assigned readings each week. The work will be submitted and assessed periodically through the term.Feedback: Written comments and graded against a criteria sheet.

**Additional details:**

**Workbook Assessment**

There are two submissions for the workbook:

1) Week 6 (**Monday,** 21 October 2019):  Please submit your workbook entries for Weeks 2, 3, 4 and 5 for graded feedback.

2) Week 10 (**Monday,** 18 November 2019): Please submit your workbook entries for Weeks 6, 7, 8 and 9 for graded feedback

You are required to prepare a workbook entry each week.  Your workbooks will record your reactions to the readings, and possibly, your responses to discussions in lectures and tutorial.  The workbook is intended as a tool that will allow you to reflect on your thoughts as they change and develop over the semester.  We are particularly interested in how the readings challenge your previous assumptions, what they encouraged you to think about in new ways, and what you perceive their limits to be. Reading isn't

simply a comprehension exercise: you are being asked only to enter into relationships with texts, to work with them, allow them to help you carry ideas. In sum, we would like you to record your responses to the texts, both positive and negative. Your entries should be organised by a **particular passage or sentence or example** in the readings. Your choice of passage is entirely yours, but it should be something that grabs your attention and sets you thinking. **Expect to write approximately 500 words a week.** Each entry should have the following elements:

- A clear indication of which passage you are responding to
- A response to the readings written **before** class
- A response to the readings written **after** class

The workbook is a useful tool for developing writing skills, and puzzling over ideas and concepts. Writing ideas is a different matter from 'thinking' them: ideas are developed in the process of writing, however fragmentary and undeveloped they might initially seem. It is the *process* that is important in workbooks.

The form of the workbook will depend on personal preferences. Usually students choose between two options:

1. A notebook in which you write your entries by hand and submitted to your tutor; or
2. A word processed document that is uploaded to Moodle

You may draw on your own experiences, but there is no demand for self-disclosure. What you say about yourself, and how, is up to you.

**Workbook Assessment Criteria**

Here is the criteria of evaluation for the workbook.

**Textual Engagement** (e.g., developing points, pushing points) This addresses your level of textual engagement. It assesses the extent to which you focus on specific words or themes in the passage you are working with, and whether you have attempted to work out its meaning in your own words

**Attention to Detail** (e.g., try to be as specific as possible) This addresses the level of detail in your entries. It considers whether you draw connections between different aspects of the reading or between the reading and an example your choosing. In other words, it determines the level of focus you have employed, and whether you have moved from the 'general' to the 'specific.

**Critical Reflection** (e.g., try to examine the readings from a critical perspective) This considers the extent to which your entries are speculative and open-ended. The idea is to move beyond summary and to read critically. The idea is to explore the implications of the ideas in the reading by trying to apply them to lived experience.

**Critical Assessment** This addresses whether you have considered how your ideas changed in your after-class entry. Have you returned to your before-class entry to reflect on how your understanding has shifted or changed? The idea is to analyse your own thinking rather than to record what you've learned.

**Development of Ideas** This considers whether you have reflected on your overall learning process as the course progresses. The idea is to connect themes from one week to the next. You will be assessed on how your understanding of the social has developed, clarified or progressed.

**Referencing** This requires you to reference passages, themes and ideas accurately.

**Submission notes:** This submission will include

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

## Assessment 2: Group Facilitation

**Start date:**

**Length:** 20 minutes (maximum)

**Details:** Students will design an in-class activity (20 min) that brings into relief an important aspect of the text under consideration. They will be assessed on their ability to work collaboratively and to examine the practical implications of the reading for everyday life. Students will be required to participate in one tutorial group facilitation in the term. Graded against criteria sheet + written comments and verbal feedback on the day.

**Additional details:**

### Group Facilitation Assessment

Tutorial group facilitations will be held during Weeks 5-9 inclusive. For each of these weeks, a group will be responsible for designing an activity to illuminate an aspect of that week's reading. (So, for example, if you are facilitating in Week 5, your group will focus on the assigned readings for Week 5).

Small groups will be formed in Weeks 1 and 2. Each group will be responsible for facilitating one group activity (20 minutes) during Weeks 5 to 9. We will discuss expectations for the tutorials in the weeks leading up to the first group facilitation. A group leader will be nominated to assist in coordinating a division of labour. The group leader will:

- Collect contact information of group members
- Ensure that each group member is clear as to their assigned task
- Organise meetings
- Keep an attendance list for every meeting
- Notify the course convenor of any concerns or grievances as soon as possible

The goal of the facilitation is to find a creative and interesting way to present the material to the other members of the class. The facilitation will be evaluated in terms of how engaging it is, and how helpful it is in bringing something new to the material. You may use whatever resources and media that you think will help the class.

All group members should be mindful that this is a shared exercise that relies on cooperation, teamwork, good communication and shared responsibility. Each group is expected to meet outside class hours to organise its facilitations. An attendance roll is to be kept of all group meetings and handed to your tutor before your facilitation. 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. **All group members will receive the same mark if they have attended and contributed to all group activities. Please see your tutor if you have any questions or concerns.**

This exercise is designed to help you develop skills in reading, facilitation, communication and

teamwork. It will also help you think about how issues appear from your tutor's perspective.

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**Group Facilitation Criteria**

Here is the criteria of evaluation for the group facilitation:

**Facilitation Aims:** Did the group outline the facilitation's aims? Were these aims clear? Were the aims met?

**Division of Labour:** Did the group divide tasks reasonably well? Did the group work well together?

**Textual Focus:** Did the group anchor its facilitation activity in a specific aspect of the text? Were the passages, themes and ideas referenced properly?

**Activity Design:** Did the activity illuminate the text? Was the activity well suited in relation to the size of the class?

**Overall coherence:** Was the facilitation well-thought out, focused and coherent?

**Participation**: Did the activity enable all class members to participate?

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Essay**

**Start date:**

**Length:** 1500 words

**Details:** Students will write an essay (1500 words) that reflects on 2-3 critical learning experiences in relation to course content.This is the final assessment in the course.Feedback: Written comments and graded against a criteria sheet.

**Additional details:**

The purpose of the reflective essay is to give you an opportunity to reflect on your learning experiences in the course and to apply them to your particular discipline (e.g., Sociology/Anthropology; Social Work; Criminology; Social Research and Policy).

Your learning experience in this course includes not only what you learned from your engagement with the assigned readings, but also your experience in lectures and tutorials, and your assessment tasks (workbook entries, group facilitation and essay).

This exercise requires you to:

1. Look back retrospectively over the course, and identify an event, an idea or an experience that you had in relation to the course content.
2. Analyse the event or idea in terms of how it has helped you to deepen your understanding of power in your disciplinary context.
3. Reflect on what the idea/event/new understanding means for you and your learning experiences in the future.

**INSTRUCTIONS:**

Identify 2 or 3 distinct learning experiences you had in the course.

For each one:

**1. Description:** Establish the context for this learning experience (e.g., what was the topic of study, was it an assessment task or an experience that you had in class, etc.). In short, briefly tell us what happened, but keep it short!

**2. Analysis/Application:** Now, tell us why this experience was important for you. Using the assigned reading, tell us how it has deepened your understanding of power in your disciplinary context. Here are some prompts:

- Tell us what your **previous perspectives/insights/assumptions were**. This is an opportunity to establish your prior knowledge and experience.
- Tell us what **new ideas or insights challenged your perspective** or assumptions. Try to elaborate on the nature of these experiences, ideas and observations and try to **articulate what you found confusing, inspiring, difficult or interesting, and why.**
- **Analyse the differences** between your initial perspective, and the insights you obtained immediately after, and/or later when you had more distance.
- **Apply** your insight to a specific issue, problem of topic in your discipline.

3. **Outcome:** Try to articulate **what you have learned** from this experience.

- Identify what **remaining questions** you have and/or identify what **conclusions** you can draw from the experience. Try to be as specific as possible.
- Tell us how you will try to **build on what you've learned in the future**.

**Reflective Essay Evaluation Criteria**

Here is the evaluation criteria for the reflective essay:

**Textual Engagement.** This addresses your level of textual engagement. It assesses the extent to which you focus on specific words or themes and whether you have attempted to work out its meaning in your own words

**Attention to Detail.** This addresses the level of detail in your essay. It considers whether you draw connections between different aspects of the reading to analyse your learning experience. In other words, it determines the level of focus you have employed, and whether you have moved from the 'general' to the 'specific'.

**Critical Reflection** (e.g., try to examine the readings from a critical perspective). This considers the extent to which you have reflected on the implications of the ideas in the reading for a problem, issue or topic in your discipline.

**Critical Assessment.** This addresses the extent to which you have reflected on your overall learning

process as the course has progressed by interrogating your previous assumptions.

**Development of Ideas.** This addresses whether you have considered how your ideas about power have changed specifically in relation to your discipline. You will be assessed on how your understanding of power and powerlessness has developed, clarified or progressed.

**Referencing**. This requires you to reference passages, themes and ideas accurately.

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

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

# Course Schedule

[View class timetable](#)

## Timetable

| Date | Type | Content |
|------|------|---------|
| Week 1: 16 September - 20 September | Lecture | **Week 1: Introduction** (September 18) |
| | Tutorial | As scheduled. |
| | Online Activity | See Moodle for details. |
| | Homework | Prepare your **before-class** workbook entry for Week 2 (Foucault). |
| Week 2: 23 September - 27 September | Lecture | **Week 2: Michel Foucault: Sovereign & Disciplinary Power** (25 September) |
| | Reading | **Required Reading**<br><br>Foucault, Michel (1979 [1975]) 'The Body of the Condemned' in *Discipline and Punish: The Birth of the Prison* (trans. Alan Sheridan).  New York: Vintage Books, pp. 3-31.<br><br><br>**Supplementary Reading (Recommended) - Available via Leganto**<br><br>Diamond, Irene, and Lee Quinby. Feminism & Foucault: Reflections on Resistance. Boston: Northeastern University Press, 1988.<br><br>Fraser, Nancy. Unruly Practices : Power, Discourse, and Gender in Contemporary Social Theory. Minneapolis: University of Minnesota Press, 1989.<br><br>Garland, David. "`Governmentality' and the Problem of Crime: Foucault, Criminology, Sociology." Theoretical Criminology 1.2 (1997): 173–214.<br><br>Hewitt, Martin. "Bio-Politics and Social Policy: Foucault's Account of Welfare." Theory, Culture & Society 2.1 (1983): 67–84.<br><br>McNay, Lois. Foucault and Feminism: Power, Gender and Self. Cambridge: Polity, 1992. |

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| | | Powell, Jason L. "Social Theory, Aging, and Health and Welfare Professionals: A Foucauldian 'Toolkit.'" *Journal of Applied Gerontology*, vol. 28.6 (2009): 669–682.<br><br>Taylor, Chloë "Foucault, Feminism, and Sex Crimes." Hypatia 24.4 (2009): 1–25. |
| | Tutorial | As scheduled. |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 2 (Foucault).<br><br>Before next week's lecture, prepare your **before-class** workbook entry for Week 3 (Durkheim). |
| Week 3: 30 September - 4 October | Lecture | **Week 3: Emile Durkheim:  Morality and Discipline** (October 2) |
| | Reading | **Required Reading**<br><br>Durkheim, E. (1961). *Moral Education:  A Study in the Theory and Application of the Sociology of Education* (E. K. Wilson & H. Schnurer, Trans.). New York: The Free Press.<br><br>**Supplementary Reading (Recommended) - Available via Leganto**<br><br>Godor, Brian. "Academic Fatalism: Applying Durkheim's Fatalistic Suicide Typology to Student Drop-Out and the Climate of Higher Education." Interchange 48.3 (2017): 257–269.<br><br>Herzog, Lisa. "Durkheim on Social Justice: The Argument from "Organic Solidarity"." American Political Science Review 112.1 (2018): 112–124. Web.<br><br>Karsenti, Bruno. "Durkheim and the Moral Fact" *A Companion to Moral Anthropology* (ed. Didier Fassin). John WIley & Sons. 2012.<br><br>Schroeder, Ralph, and Rich Ling. "Durkheim and Weber on the Social Implications of New Information and Communication Technologies." New Media & Society 16.5 (2014): 789–805. |

| | | Shope, Janet Hinson. "Separate but Equal: Durkheim's Response to the Woman Question." Sociological Inquiry 64.1 (1994): 23–36. |
| | | |
| | | Smith, Philip. "Durkheim and Criminology: Reconstructing the Legacy." Australian & New Zealand Journal of Criminology 41.3 (2008): 333–344. |
| | | |
| | | Veitch, Kenneth. "Social Solidarity and the Power of Contract." Journal of Law and Society 38.2 (2011): 189–214. |
| | Tutorial | As scheduled. |
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| Week 4: 7 October - 11 October | Lecture | **Week 4: G.W.F Hegel: Master and Slave** |
| | Tutorial | As scheduled. |
| | Reading | **Required Reading** |
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| | | Hegel, G.W.F. (1977 [1807]) 'Independence and Dependence of Self-Consciousness: Lordship and Bondage' in *Phenomenology of Spirit* (trans. A.V. Miller). Oxford: Oxford University Press, pp. 111-119. |
| | | |
| | | **Supplementary Reading (Recommended) - Available via Leganto** |
| | | |
| | | du Bois-Pedain, Antje. "Hegel and the Justification of Real-World Penal Sanctions." Canadian Journal of Law and Jurisprudence 29.1 (2016): 37–70. |
| | | |
| | | Farneth, Molly. Hegel's Social Ethics: Religion, Conflict, and Rituals of Reconciliation. Princeton, NJ: Princeton University Press, 2017. |
| | | |
| | | Gauthier, Jeffrey A. Hegel and Feminist Social Criticism: Justice, Recognition, and the Feminine. Albany: State University of New York Press, 1997. |
| | | |
| | | Hutchings, Kimberly, and Pulkkinen, Tuija (Eds). Hegel's Philosophy and Feminist Thought: Beyond Antigone? New York: Palgrave Macmillan US, 2010. |
| | | |
| | | Nicholson, Peter P. "Hegel on Crime." History of Political Thought 3.1 (1982): 103–121. |
| | | |
| | | Steinberger, Peter J. "Hegel on Crime and |

| | | Punishment." The American Political Science Review 77.4 (1983): 858–870. |
| | | Vernon, Jim. "'A Passion for Justice': Martin Luther King, Jr. and G. W. F. Hegel on 'World-Historical Individuals'." Philosophy & Social Criticism 43.2 (2017): 187–207. |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 4 (Hegel). |
| | | Before lecture, prepare your **before-class** workbook entry for Week 5 (Marx). |
| Week 5: 14 October - 18 October | Lecture | **The Slave - Hegel** (March 27) |
| | Reading | **Required Reading** |
| | | Marx, Karl (2000 [1845]) 'The German Ideology' in *Karl Marx: Selected Writings.* Oxford: Oxford University Press. |
| | | **Supplementary Reading (Recommended) - Available via Leganto** |
| | | Federici, Silvia. "Marx and Feminism." TripleC: Communication, Capitalism & Critique 16.2 (2018): 468–475. |
| | | Lewis, Holly. The Politics of Everybody: Feminism, Queer Theory, and Marxism and the Intersection. London: Zed Books Ltd., 2016. |
| | | Lynch, Michael J. "Conflict and Crime: Marx, Engels, Marxist/Radical Criminology, and the Explanation of Crime." The Handbook of the History and Philosophy of Criminology. Wiley, 2017. 84–101. |
| | | Marcuse, Herbert. "Marxism and Feminism." differences 2006: 147–157. |
| | | Mullaly, Robert P. Structural Social Work: Ideology, Theory, and Practice. 2nd ed. Toronto; New York: Oxford University Press, 1997. |

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| | | Pinkard, Terry. "Hegel and Marx." The Oxford Handbook of the History of Ethics. Oxford University Press, 2013.<br><br>Vickers, Tom. "Marxist Approaches to Social Work." International Encyclopedia of the Social & Behavioral Sciences: Second Edition. Elsevier Inc., 2015. 663–669. |
| | Tutorial | Group facilitations begin. |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 5 (Marx).<br><br>Before lecture, prepare your **before-class** workbook entry for Week 6 (Weber) |
| Week 6: 21 October - 25 October | Lecture | **Week 6: Max Weber: Motivations and Capitalism** (October 23) |
| | Reading | **Required Reading**<br><br>Max Weber (2001[1930]) 'Asceticism and the Spirit of Capitalism' in *The Protestant Ethic and the Spirit of Capitalism* (trans. Talcott Parsons).  London: Routledge.<br><br><br>**Supplementary Reading (Recommended) - Available via Leganto**<br><br>Guzzini, Stefano. "Max Weber's Power." Max Weber and International Relations. Cambridge University Press, 2017. 97–118.<br><br>Hart, Vivien. "Feminism and Bureaucracy: The Minimum Wage Experiment in the District of Columbia." Journal of American Studies 26.1 (1992): 1–22.<br><br>Maguire, Brendon, and Georgie Ann Weatherby. "Crime In And Beyond Weber's "Iron Cage"." Michigan Sociological Review 9 (1995): 41–62.<br><br>Roth, Guenther. "Marianne Weber and Her Circle." Society 27.2 (1990): 63.<br><br>Terpstra, Jan. "Two Theories on the Police - The Relevance of Max Weber and Emile Durkheim to the Study of the Police." International Journal of Law, Crime and Justice 39.1 (2011): 1–11. |

| | | Whimster, Sam, and Scott Lash. Max Weber, Rationality and Modernity. Hoboken: Routledge, Taylor and Francis, 2014. |
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| | Tutorial | Group Facilitations continue. |
| | Assessment | First workbook submission: Weeks 2, 3, 4, and 5

Due Date: Monday, October 21st, 9am (Turnitin) |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 6 (Weber). |
| | | Before lecture, prepare your **before-class** workbook entry for Week 7 (Schmitt). |
| Week 7: 28 October - 1 November | Lecture | **Week 7: Carl Schmitt: Enemies and States** |
| | Reading | **Required Reading**

Schmitt, Carl (2007 [1927]) *The Concept of the Political.* Chicago: University of Chicago Press, pp. 19-60.


**Supplementary Reading (Recommended) - Available via Leganto**

Bendersky, Joseph W. W. "Carl Schmitt and the Weimar Right." The German Right in the Weimar Republic: Studies in the History of German Conservatism, Nationalism, and Antisemitism. Berghahn Books, 2014. 268–290.

Gulli, Bruno. Humanity and the Enemy: How Ethics Can Rid Politics of Violence. New York: Palgrave Macmillan US, 2014.

Kelly, Duncan. The State of the Political: Conceptions of Politics and the State in the Thought of Max Weber, Carl Schmitt, and Franz Neumann. Oxford; New York: Oxford University Press, 2003.

Mouffe, Chantal. The Return of the Political. London; New York: Verso, 1993.

Slomp, Gabriella. Carl Schmitt and the Politics of Hostility, Violence and Terror. London: Palgrave Macmillan UK, 2009.

Taubes, Jacob. To Carl Schmitt: Letters and |

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| | | Reflections. New York: Columbia University Press, 2013. Wilde, Marc de. "Meeting Opposites: The Political Theologies of Walter Benjamin and Carl Schmitt." Philosophy and Rhetoric 44.4 (2011): 363–381. |
| | Tutorial | Group Faciltations continue. |
| | Online Activity | See Moodle for Details. |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 7 (Schmitt). _____ Before lecture, prepare your **before-class** workbook entry for Week 8 (Arendt). |
| Week 8: 4 November - 8 November | Lecture | **Week 8: Hannah Arendt: Refugees and Rights** (November 6) |
| | Reading | **Required Reading** Hannah Arendt (1994 [1951]) 'The Decline of the Nation-State and the End of the Rights of Man' in *The Origins of Totalitarianism.* New York: Harcourt, pp. 267-302. **Supplementary Reading (Recommended) - Available via Leganto** Arendt, Hannah. Karl Marx And the Tradition of Western Political Thought. *Social Research, 69*.2 (2002):273-319. Arendt, Hannah. "Reflections on Violence." *Journal of International Affairs* 23.1: (1969). 1-35. Benhabib, Seyla. The Rights of Others: Aliens, Residents and Citizens. Cambridge; New York: Cambridge University Press, 2004 Brannigan, Augustine. Beyond the Banality of Evil: Criminology and Genocide. 1st ed. Oxford: Oxford University Press, 2013. Honig, Bonnie. "Arendt on the Couch." Differences 26.2 (2015): 93–105. Hunt, Alastair. The Right to Have Rights. London: Verso, 2018. |

| | | Maslin, Kimberly. "The Gender-Neutral Feminism of Hannah Arendt." Hypatia 28.3 (2013): 585–601. |
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| | | Moruzzi, Norma Claire. Speaking through the Mask: Hannah Arendt and the Politics of Social Identity. Ithaca, N.Y.: Cornell University Press, 2000. |
| | | Smeeton, Joe. "From Aristotle to Arendt: A Phenomenological Exploration of Forms of Knowledge and Practice in the Context of Child Protection Social Work in the UK." Qualitative Social Work 16.1 (2017): 14–28. |
| | Tutorial | Group Facilitations continue. |
| | Online Activity | See Moodle for Details. |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 8 (Arendt). |
| | | Before lecture, prepare your **before-class** workbook entry for Week 9 (Nietzsche). |
| Week 9: 11 November - 15 November | Lecture | **Week 9 - Friedrich Nietzsche: Power and Resentment** (November 13) |
| | Reading | **Required Reading**<br><br>Nietzsche, Friedrich (1994 [1887]) 'First Essay: 'Good and Evil', 'Good and Bad' in *On the Genealogy of Morality: Student Edition*, (ed.) Keith Ansell-Pearson. Cambridge: Cambridge University Press, pp. 3-37.<br><br>**Supplementary Reading (Recommended) - Available via Leganto**<br><br>Lemm, Vanessa. "The Biological Threshold of Modern Politics: Nietzsche, Foucault and the Question of Animal Life" in *Nietzsche, Power and Politics* (edited by Herman W. Siemens and Vasti Roodt). De Gruyter, Inc. 2008.<br><br>Patton, Paul (ed) Nietzsche, Feminism, and Political Theory. St Leonards, N.S.W.: Allen & Unwin, 1993.<br><br>Roberts, Michael James. "Twilight of Work: The Labor Question in Nietzsche and Marx." Critical Sociology 45.2 (2019): 267–280. |

| | | Saar, Martin. "Forces and Powers in Nietzsche's *Genealogy of Morals"* in *Nietzsche, Power and Politics* (edited by Herman W. Siemens and Vasti Roodt). De Gruyter, Inc. 2008. |
| | | |
| | | Schoeman, Marinus "Overcoming Resentment: Remarks on the Supra-Moral Ethic of Nietzsche and Hannah Arendt" in *Nietzsche, Power and Politics* (edited by Herman W. Siemens and Vasti Roodt). De Gruyter, Inc. 2008. |
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| | | Scott, Jacqueline. "On the Use and Abuse of Race in Philosophy: Nietzsche, Jews, and Race." Race and Racism in Continental Philosophy. Indiana University Press, 2003. 53–73. |
| | | |
| | | Villa, Dana. "How 'Nietzschean' Was Arendt?" in *Nietzsche, Power and Politics* (edited by Herman W. Siemens and Vasti Roodt). De Gruyter, Inc. 2008. |
| | Tutorial | Last week for Group Facilitations. |
| | Homework | After tutorial this week, complete your **after-class** workbook entry to conclude Week 9 (Nietzsche). |
| Week 10: 18 November - 22 November | Lecture | **Week 10: Power and Powerlessness** |
| | Reading | See Moodle for Details. |
| | Tutorial | As scheduled. |
| Week 11: 25 November - 29 November | Assessment | Essay Due November 18th (11:59pm) - Turnitin. |

# Resources

## Prescribed Resources

Students are required to read the readings compiled in the ARTS2871 Study Kit. This kit is available for purchase from the UNSW Bookshop.

**Please bring your ARTS2871 Study Kit to ALL Classes. Your study kit includes a copy of this course outline.**

## Recommended Resources

N/A

## Course Evaluation and Development

Student feedback will be gathered through myExperience surveys, and you will be given opportunities throughout the semester to give informal feedback. This course received excellent feedback from last year's cohort of students in 2018. They made two important suggestions that I have taken on board:

1. **Assessment Structure** - I have modified the assessment structure to accommodate the 3+ calendar.

2. **Announcements** - I will upload video segments to Moodle in order to address issues related to assessment and course business. This will give us more time in lectures to discuss course content.

I very much appreciate this feedback, and look forward to implementing these suggesions in 2019. Best wishes for the new term!

**Submission of Assessment Tasks**

# 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 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

Image: ["If voting changed anything, they'd make it illegal."] Banksy paraphrasing Emma Goldman at the corner of Clipstone and Cleveland Streets, London, UK (April 24, 2011)

Image:  https://jacquelinemhadel.com/2015/01/18/banksy-if-graffiti-changed-anything/

## CRICOS

CRICOS Provider Code: 00098G