



UNSW

UNSW Course Outline

ARTS2870 Citizens, Action and Dissent - 2024

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General Course Information

Course Code : ARTS2870

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Social Sciences

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will consider individual and collective action through historical and contemporary case studies. Citizenship is examined as a social relation as well as a form of political participation and boundary making with national, transnational, gendered, racialised and

cosmopolitan characteristics. You will have the opportunity to explore historical and contemporary social movements as expressions of civic participation and assembly, as well as of dissent and expressions of impropriety.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and articulate the debates on citizenship, action and dissent.
CLO2 : Recognise and explain the diverging approaches to debates on citizenship, action and dissent.
CLO3 : Analyse policy relevant case studies and connect these to citizenship debates.

Course Learning Outcomes	Assessment Item
CLO1 : Identify and articulate the debates on citizenship, action and dissent.	<ul style="list-style-type: none">• Critical Reflections: Blog Posts• Concept Essay• Tutorial Participation
CLO2 : Recognise and explain the diverging approaches to debates on citizenship, action and dissent.	<ul style="list-style-type: none">• Critical Reflections: Blog Posts• Tutorial Participation
CLO3 : Analyse policy relevant case studies and connect these to citizenship debates.	<ul style="list-style-type: none">• Concept Essay• Tutorial Participation

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Critical Reflections: Blog Posts Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 23:59 on Tuesday immediately following the class on your chosen topic
Concept Essay Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 26/04/2024 11:59 PM
Tutorial Participation Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Not Applicable

Assessment Details

Critical Reflections: Blog Posts

Assessment Overview

An important goal of the course is to help sharpen your skills for developing well-reasoned and well-written arguments. Four (4) entries are required over the course from weeks 2 to 9 (350 words per entry). You have a degree of choice regarding which weeks/readings your entries will cover. However, it is expected that you will submit one blog post entry every two weeks (flexibility week and week 10 are excluded). Formative feedback will be given in Week 3.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

Course Learning Outcomes

- CLO1 : Identify and articulate the debates on citizenship, action and dissent.
- CLO2 : Recognise and explain the diverging approaches to debates on citizenship, action and dissent.

Assessment information

In each entry, you should provide a reflection on how the idea, concept or argument applies to the world around you. One of the advantages of this type of assessment is that it will allow you to be prepared for tutorials and also give you a good background for writing the concept essay. It is a record of your engagement with the course and with the set readings and also allows you to view the engagement of other students as an aspect of the collaborative development of knowledge.

Blog posts of approximately 500 words each are to be contributed to the course's Moodle discussion boards. These blog posts are meant to be informal, thoughtful and speculative. They are posts, not mini-essays, and so feel free to use the first person 'I'. You may also use the blog posts to comment on brief clippings from diverse media sources that relate to weekly topics and help you explore key concepts developed in the course through everyday examples and lived experiences. This could include using a concept/idea/theory to reflect on your own experience. It could also include using a concept/idea/theory to reflect on something you have read about in the media or learned from other courses.

When making your entries, you are expected to focus on an aspect of the readings that appeals to you. A particular passage may appeal to you for various reasons: for its insight, clarity, difficulty, ambiguity, and so forth. The entry requires you to engage with the readings (NOTE: it

does not require you to summarise the readings). You can enter into a dialogue with a certain passage by applying perspectives learned in the course or tutorial. I would like you to record your responses to texts, both positive and negative. You will find that writing about a negative response can be very productive.

This form of writing is intended as a complement to the writing skills developed in traditional essay writing. While this form of writing should feel less demanding than essay writing, there is an expectation of responsibility for the work presented. It is also a record of your own learning experience. Writing your ideas and your critique of what you read is a different matter from “thinking”: ideas are developed in the process of writing, however fragmentary and undeveloped they might initially seem. It is the process that is important in a blog post. Think of it as your workings, not a finished product. Most importantly, think of this task as helping bring ideas and experiences to life for you and for other students who can read your posts.

Assignment submission Turnitin type

Not Applicable

Concept Essay

Assessment Overview

You will submit a concept essay of approximately 1800 to 2000 words that draws on key ideas in the course. The essay must demonstrate the use of some blog posts, both your own and those of fellow students. You will reference these posts with the corresponding URL links.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

Course Learning Outcomes

- CLO1 : Identify and articulate the debates on citizenship, action and dissent.
- CLO3 : Analyse policy relevant case studies and connect these to citizenship debates.

Assessment Length

2000 words

Assessment information

The details of this assessment will be discussed during the course and instructions posted on Moodle. It builds on the critical reflections on weekly topics and readings that you prepare for the weekly blogs. An essay is an extended intellectual engagement with a particular question or

task. It must demonstrate not only an ability to write to an acceptable standard but, just as importantly, an ability to analyse the issue(s) relating to the topic. The essay is your opportunity to undertake an in-depth analysis of a specific topic raised in the lectures, tutorials, and readings. The essay must demonstrate engagement with the key concepts and theories raised in the course. The course readings should be your starting point in preparing the essay, but you will also be expected to read beyond the course readings to complete this assignment and demonstrate a critical engagement and capacity to review the literature. You are asked to query and evaluate all that you read and, through a critical engagement with it, develop your own approach and ideas, and take a stance on a specific question or issue. These ideas should be developed through argument and substantiated with examples and in a logical order. Your argument must have a clear structure. For the essay, I will particularly focus on your main argument, your understanding of the topic and concepts, how well you connect it to the theories we learned, and your capacity to provide reasons to support it.

You will receive written feedback and a numerical grade within ten working days of submission. The instruction and rubric will be available at the start of term to allow you to work towards clearly defined standards.

If required, a 7-day automatic Short Extension without documentation is available for this assessment. You can apply by accessing the Short Extension Student Portal on the [Special Consideration login page](#). This will be visible, and open for student applications, from 13 February 2024.

Assignment submission Turnitin type

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

Tutorial Participation

Assessment Overview

One of the best ways to learn, especially about teamwork and group discussion, is to actively participate in tutorials. It is also essential for both your fellow classmates' and your individual learning. Each week, tutorials are structured in the group-discussed format, you are expected to share your thoughts in class with or propose questions for further discussion, or engage in other students' blog posts.

You will receive weekly feedback via a marked rubric which will be available at the start of term to allow you to work towards clearly defined standards.

Course Learning Outcomes

- CLO1 : Identify and articulate the debates on citizenship, action and dissent.
- CLO2 : Recognise and explain the diverging approaches to debates on citizenship, action and dissent.
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Assessment information

We will have open discussion and run some activities in tutorials. This means that you will be expected to prepare for tutorials, contribute your thoughts, listen carefully to other classmates and interact thoughtfully and respectfully with others, and respond to questions and raise questions on a regular basis. Students will receive a numerical mark at the end of term.

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Introduction: What are "citizenship" and "citizen action", and why do we care about them?
Week 2 : 19 February - 25 February	Lecture	Who are the citizens and what are their rights? Debates about social citizenship, social rights, and welfare state
Week 3 : 26 February - 3 March	Lecture	Racialised and indigenous citizenship
Week 4 : 4 March - 10 March	Lecture	Refugee citizenship and the challenges to global citizenship – Forms of inclusion and exclusion
Week 5 : 11 March - 17 March	Lecture	Digital citizenship – Becoming participatory citizens through the Internet
Week 6 : 18 March - 24 March	Reading	Study week: Consultation
Week 7 : 25 March - 31 March	Lecture	The justifications of civil disobedience and dissent
Week 8 : 1 April - 7 April	Lecture	Fighting a losing battle? The sources and opportunity structure of dissent and action
Week 9 : 8 April - 14 April	Lecture	Legitimacy matters: Framing dissent and action
Week 10 : 15 April - 21 April	Lecture	The everyday forms of resistance: Digital activism, hashtag activism, and slacktivism

Attendance Requirements

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

Course Resources

Recommended Resources

Reading and resources

All the course readings will be available on Moodle. This schedule is subject to revision as we proceed. Any changes will be announced in class. These readings are essential for successful completion of course assessments and preparation for tutorial discussions.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Yao-Tai Li		Morven Brown, 123		By appointment	Yes	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,

- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of Social Sciences

Location: Room 159, Morven Brown Building (C20), Kensington campus

Opening Hours: Monday – Friday, 9am – 5pm (except public holidays)

Telephone: +61 2 9385 1807

Email: soss@unsw.edu.au

Web: <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>