



## UNSW Course Outline

# ARTS1870 Rethinking the Social - 2024

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## General Course Information

**Course Code :** ARTS1870

**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

This course is an introduction to sociological and anthropological perspectives on the nature of the social. You will consider questions such as: What is the social? What is the relation between the individual and society? How is the social lived and experienced? How do we understand the

everyday? You will examine the social as idea, concept and experience through themes such as biography and selfhood, identity and difference, power and freedom, nature and culture, and state and nation. On completion of the course, you will have a general understanding of the key concepts underpinning sociological and anthropological perspectives on the study of social life. The course will provide many opportunities to reflect on the relevance of these themes for other disciplines of study.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain key issues in debates about the category of the social in sociology.
CLO2 : Distinguish between different conceptions of the social in sociology.
CLO3 : Apply sociological perspectives to your experience.

Course Learning Outcomes	Assessment Item
CLO1 : Explain key issues in debates about the category of the social in sociology.	<ul style="list-style-type: none"><li>• Online and Class Participation</li><li>• Essay</li></ul>
CLO2 : Distinguish between different conceptions of the social in sociology.	<ul style="list-style-type: none"><li>• Workbook</li><li>• Online and Class Participation</li><li>• Essay</li></ul>
CLO3 : Apply sociological perspectives to your experience.	<ul style="list-style-type: none"><li>• Workbook</li><li>• Online and Class Participation</li><li>• Essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Online and Class Participation Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Not Applicable
Workbook Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: Weeks 2-3 Due: 04/03/2024 23:59 PM and Weeks 4, 5, and 7 Due: 01/04/2024 23:59 PM
Essay Assessment Format: Individual	40%	Due Date: 24/04/2024 23:59 PM

## Assessment Details

### Online and Class Participation

#### Assessment Overview

This task is designed to help level 1 students to develop skills and confidence in expressing themselves in front of their peers, both in class and through online discussion on Moodle. Students will be given specific tasks to complete in discussion with their peers in tutorials based on the set readings. The tasks will require students to prepare for class, respond to the set readings, and interact thoughtfully and respectfully with others. In most instances, the tasks will result in an artefact such as a short blog post on Moodle, or a contribution to a shared document or whiteboard notes that can be reviewed after class. Tasks are designed to allow for effective participation in both face-to-face and online tutorials.

Students will receive feedback via a marked rubric which will be available at the start of term to allow students to work towards clearly defined standards. Students will receive formative feedback in week 6 and a numerical mark at the end of term.

#### Course Learning Outcomes

- CLO1 : Explain key issues in debates about the category of the social in sociology.
- CLO2 : Distinguish between different conceptions of the social in sociology.
- CLO3 : Apply sociological perspectives to diverse experience.

#### Detailed Assessment Description

Please see Moodle for detailed description.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

# Workbook

## Assessment Overview

You will prepare written reflections of approximately 500 words on the assigned readings each week. You will submit 5 reflections over the course of the term.

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

- CLO2 : Distinguish between different conceptions of the social in sociology.
- CLO3 : Apply sociological perspectives to your own experience.

## Detailed Assessment Description

Please see Moodle for detailed description.

## Assessment Length

Approximately 400-500 words per week

## Assessment information

You will submit your workbook entries for Weeks 2 and 3 on 4 March 2024 (23:59 PM) for graded feedback.

You will submit entries for Weeks 4, 5, and 7 on 1 April 2024 (23:59 PM) for graded feedback.

If required, a 4-day automatic Short Extension without documentation is available for this assessment (for both workbook submission deadlines). 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.

# Essay

## Assessment Overview

You will write an essay (1000 words) that applies your understanding of key sociological concepts to everyday social life.

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 : Explain key issues in debates about the category of the social in sociology.
- CLO2 : Distinguish between different conceptions of the social in sociology.
- CLO3 : Apply sociological perspectives to diverse experience.

#### **Detailed Assessment Description**

Please see Moodle for detailed description.

#### **Assessment Length**

1000 words

#### **Assessment information**

The essay is due on 24 April 2024 at 23:59 pm.

If required, a 5-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.

## **General Assessment Information**

#### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Module	Hello, and welcome to ARTS1870 Rethinking the Social! Please log into Moodle which is the course learning system, familiarise yourself with the site, and then, please watch the welcome video.
	Reading	Week 1 Required Reading Mitchell Duneier (1999) 'When you gotta go' Pp. 173-187 in Sidewalk. New York: Farrar, Strauss and Giroux. Please note: Electronic copies of the readings for the course are available on Moodle via Leganto.
	Lecture	Week 1 Lecture (13 February 2024) This class will introduce the course, identify some of its main questions and themes. We will discuss the course aims and its organisation. We are social creatures, but what in fact does this mean? And 'who', or indeed 'what', makes up this 'we'? These are two basic questions that will form the building blocks of our discussion over the next few weeks. We will begin by identifying, and challenging some pre-conceived ideas about the social and society in order to determine what 'we' might need to develop an understanding of social life.
	Tutorial	Week 1 Tutorial Tutorials begin this week. Today, you will meet your tutor and classmates. We will introduce each other, and address your questions about the workbook. We will also discuss attendance requirements and other administrative details.
	Online Activity	Week 1 Online Activity Please do the online activity which focuses on Mitchell Duneier's ethnographic study of New York City street vendors. It gives us an insight into something that many of us take for granted: public toilets. If sociology is about making the familiar unfamiliar (something that we'll learn in the course), then this text gives us a good starting point.
Week 2 : 19 February - 25 February	Reading	Week 2 Required Reading C. Wright Mills (2000[1959]) 'The Promise' Pp. 3-15 in The Sociological Imagination. Oxford: Oxford University Press. Recommended Readings (Extension) - Available on Moodle
	Homework	Preparation for Week 2 Prepare your before-class workbook entry in advance of Week 2's Lecture. Please read the excerpt from The Sociological Imagination by C. Wright Mills. Try to identify a passage that speaks to you. Dwell on it, and try to articulate in writing why it is meaningful to you. Here are some prompts in case you get stuck: What are the basic problems that Mills identifies that confront individuals in their everyday lives? For Mills, what is the challenge and the promise of sociology for helping to address these problems? In other words, what can sociology offer? Write your reflections in your workbook.
	Lecture	Week 2 Lecture (20 February 2024) The Sociological Imagination C. Wright Mills (1916-1962) was an American sociologist. His book The Sociological Imagination is a classic text in sociological thinking. It is one of those rare books that can stand up to contemporary scrutiny. It also has the honour of being the first reading of choice for introduction to sociology courses across the English-speaking world. (And this course is no exception!) It serves as a provocation to sociological thinkers to return to what 'matters' in the study of social life. It introduces a perspective, namely the 'sociological imagination', to analyse the complex relations between individual and society, private troubles and public issues.
	Tutorial	Week 2 Tutorial We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.
	Homework	Finishing Up Week 2 After tutorial this week, complete your after-class workbook entry to conclude Week 2. After your tutorial, take some time to reflect on what you've learned from C. Wright Mills and Mitchell Duneier. Does Mills' perspective stand up under your scrutiny? How does he help us to reflect on the nature of the 'social'? Does Duneier give you some examples of the relationship between 'private troubles' and 'public issues'? Return to your workbook, and re-read your previous entry. Reflect on your entry, and add any new insights. Avoid deleting your previous work if you find that you disagree with what you have already written. Remember that your workbook is a living document – in other words, there is no definite 'right' or 'wrong' answer. Your workbook should change and evolve as your thinking does.
Week 3 : 26 February - 3 March	Reading	Week 3 Required Reading Émile Durkheim (1982[1895]) 'What is a Social

		<p>Fact?' Pp. 50-59 in <i>The Rules of Sociological Method</i>. New York: The Free Press.</p> <p>Recommended Readings (Extension) - Available on Moodle</p>
	Homework	<p>Preparation for Week 3 Prepare your before-class workbook entry in advance of Week 3's Lecture. Here are some prompts in case you get stuck: You might consider how Durkheim's understanding of the 'social' differs from 'psychological' or 'biological' understandings of the social. How does he define or understand the study of sociology? Is it 'philosophical' or 'scientific' in its approach? Reflect on these questions, and write your reflections in your workbook. You might also try to make some connections (and identify possible sources of disagreement) between Durkheim, Duneier and Mills if you can.</p>
	Lecture	<p>Week 3 Lecture (27 February 2024)</p> <p>OBLIGATION - Social Facts and Social Bonds Émile Durkheim (1858-1917) is widely considered to be one of the key founders of the discipline of Sociology. He inaugurated the first official chair in Sociology at the Sorbonne in Paris, France. One of his contributions to the discipline of Sociology is a robust defence of society as a 'reality sui generis' which is a society that is a reality unto itself. This means that society cannot be reduced to another element or part such as the individual. We will read the first chapter of Durkheim's <i>The Rules of Sociological Method</i> which was written in 1895. Here, Durkheim presents an argument about the nature of the social, one that grounds his perspective on the scope and content of sociology as a discipline.</p>
	Tutorial	<p>Week 3 Tutorial We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week. Remember that your workbook entries for Weeks 2 and 3 are due next week!</p>
	Homework	<p>Finishing Up Week 3 After tutorial this week, complete your after-class workbook entry to conclude Week 3.</p> <p>After your tutorial, reflect on what you've learned about Durkheim's conception of the social. You might use this opportunity to clarify your understanding of what he means by a 'social fact' and 'society' more generally. You might consider, and just as an example, whether he employs a 'sociological imagination' in his work. Return to your workbook, and re-read your previous entry. Reflect, and add any new insights – with respect to Mills, Duneier and/or to Durkheim. Remember, please do not delete your previous work. Just date your new entries to keep your previous entry separate from your new insights.</p>
Week 4 : 4 March - 10 March	Assessment	<p>Workbook Submission Your Workbook entries for Weeks 2 and 3 are due on 4 March 2024 at 23:59 PM.</p>
	Reading	<p>Week 4 Required Reading Erving Goffman (1956) <i>The Presentation of Self in Everyday Life</i>. New York: Anchor Books, Excerpts.</p> <p>Recommended Readings (Extension) - Available on Moodle</p>
	Homework	<p>Preparation for Week 4 Prepare your before-class workbook entry in advance of Week 4's Lecture.</p> <p>Here are some prompts in case you get stuck: According to Goffman, what strategies do we use to manage or control the impression that others have of us? What are the stakes of this kind of 'image management'? In other words, why is it so important for us to control how others perceive us?</p>
	Lecture	<p>Week 4 Lecture (5 March 2024)</p> <p>INTERACTION -The Presentation of Self in Everyday Life Erving Goffman (1922-1982) was born in a small town of approximately 800 people in Western Canada. He completed his graduate work at the University of Chicago, and became one of the most widely read Sociologists in North America. His book <i>The Presentation of Self in Everyday Life</i> considers how each of us tries to manage or control the impression that others form of us. Decisions about how we show ourselves to others, and what we share with others, depend on context and familiarity, as well as our feelings of security and the possibility of embarrassment.</p>
	Tutorial	<p>Week 4 Tutorial We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.</p>
	Homework	<p>Finishing Up Week 4</p> <p>After tutorial this week, complete your after-class workbook entry to conclude Week 4.</p> <p>Reflect on what you have learned from Goffman. Identify recurring themes, and reflect on how the concepts are beginning to build on one another from week to week. Return to your workbook, and re-read your previous entry. Add any new insights, and be sure to date your new thoughts and reflections.</p>
Week 5 : 11 March - 17 March	Reading	<p>Week 5 Required Reading Georg Simmel (1971) 'Exchange' Pp. 43-69 in <i>On Individuality and Social Forms: Selected Writings</i> (ed. Donald N. Levine).</p>

		Chicago: University of Chicago Press. Recommended Readings (Extension) - Available on Moodle
Homework		Preparation for Week 5 Prepare your before-class workbook entry in advance of Week 5's Lecture. Here are some prompts in case you get stuck: What do you think Simmel means by 'exchange'? Why is exchange socially significant? Try to reflect on what is involved in exchanging one thing for another. How do we determine the value of each thing? What kinds of feelings does the process of exchange inspire? Can you make any connections between Simmel's observations and the work of the previous thinkers we've looked at?
Lecture		Week 5 Lecture (12 March 2024) <b>EXCHANGE - Sacrifice &amp; Value</b> Georg Simmel (1858-1918) was a German Sociologist who worked on the margins of the German Academy. By all accounts he was an outstanding lecturer, and was considered to be quite a showman. His lectures became important cultural events in his native Berlin, but even so, he was never able to secure the title of Professor. He was eventually given an Honorary title. Despite working at a remove from academic life, and maybe because of it, Simmel wrote on many interesting and unorthodox sociological topics: love, gratitude, secrecy, money and strangeness. This week, we consider an excerpt from <i>The Philosophy of Money</i> which was originally published in 1900. His discussion highlights the relationships between value and effort, as well as the tension between sacrifice and desire. He poses important questions about what we value and why, and whether love, food, and honour are capable of being exchanged, and what must be sacrificed in the process.
Tutorial		Week 5 Tutorial We will address any administrative questions you might have. We will discuss the lecture and the readings, and in so doing, we will try to build on themes from this week and last week.
Homework		Finishing up Week 5 After tutorial this week, complete your after-class workbook entry to conclude Week 5. Here are some prompts in case you get stuck: Reflect on what you've learned from our discussion of exchange and value. Return to your previous entries and try to make connections the thinkers we have studied in this section of the course. Add any new insights to your entry for this week and to your other entries, and be sure to date them.
Week 6 : 18 March - 24 March	Other	Flexibility Week! There are no scheduled lectures or tutorials this week.
Week 7 : 25 March - 31 March	Reading	Week 7 Required Reading Dorothy E. Smith (1987) 'A Peculiar Eclipsing: Women's Exclusion from Man's Culture' Pp. 17-43 in <i>The Everyday World as Problematic: A Feminist Sociology</i> . Boston: Northeastern University Press. Recommended Readings (Extension) - Available on Moodle
	Homework	Week 7 Preparation Prepare your before-class workbook entry in advance of Week 7's Lecture. Here are some prompts in case you get stuck: What does Smith mean by 'relations of ruling'? Can you identify particular moments in your life where you have experienced relations of ruling in the way that Smith describes? To what extent does this idea help to make sense of your own experience? And turning more critically, to what extent do you think Mills, Durkheim, Goffman and Simmel participate in a certain exclusion through ruling?
	Lecture	Week 7 Lecture (26 March 2024) <b>GENDER - Relations of Ruling</b> Dorothy E. Smith (1926-2022) was a Canadian sociologist who is the recipient of the American Sociological Association's Career of Distinguished Scholarship Award (1999) and the Jessie Bernard Award for Feminist Sociology (1993). She developed the idea of 'relations of ruling' to describe how individuals are organised by administrative regimes that organise and control their lived experiences. The effect is to dehumanise individuals, and limits women (and by implication, other marginalised peoples) to traditional, stereotypical roles.
	Tutorial	Week 7 Tutorial Tutorial classes for Week 7 are cancelled this week due to the public holiday. Please remember to do the online activity in lieu of tutorial. Also, remember that your Workbook Entries for Weeks 4, 5, and 7 are due next week!
	Online Activity	Week 7 Online Activity There are no tutorials this week. Please do the online activity in Moodle in lieu of the Week 7 tutorial.
	Homework	Finishing up Week 7 Complete your after-class workbook entry to conclude Week 7. Reflect on what you've learned about Smith's conception of 'relations of ruling'. Return to your previous entries and try to make connections between Smith and the work of the other thinkers we have studied. And if you are feeling ambitious, reflect on all of the thinkers we have studied thus far: to what extent have they helped you to 'rethink the social'?
Week 8 : 1 April - 7 April	Assessment	Workbook Submission Your Workbook entries for Weeks 4, 5 and 7 are due

		on 1 April 2024 at 23:59 PM.
	Reading	Week 8 Required Reading Du Bois, W.E.B. (2007[1903]) 'Of Our Spiritual Strivings' Pp. 3-4, 7-14 in <i>The Souls of Black Folk</i> . London: Penguin. Recommended Readings (Extension) - Available on Moodle
	Lecture	Week 8 Lecture (2 April 2024) RACE - Double Consciousness W. E. B. Du Bois (1868-1963) was an American Sociologist who was the first African American to be awarded a PhD. He became Professor in History and Economics at Atlanta University in the US in 1897, and helped to found the National Association for the Advancement of Coloured People (NAACP) in 1909. <i>The Souls of Black Folk</i> was originally published in 1903 and is a collection of 14 essays each of which contains two epigraphs - one written by a white poet and another from a black spiritualist - to demonstrate the African American experience of double consciousness, that is of being both Black and American.
	Tutorial	Week 8 Tutorial We will address any administrative questions you might have. We will discuss the lecture and the readings, and begin discussing the final essay in the course.
Week 9 : 8 April - 14 April	Lecture	Week 9 Lecture (9 April 2024) CULTURE - Pollution Behaviour and Symbolic Systems Mary Douglas (1921-2007) was a Cultural Anthropologist who followed in the intellectual tradition established by Emile Durkheim. Her book <i>Purity and Danger</i> is a classic study of how the concept of 'dirt' is socially constructed. She examines how ideas about 'hygiene' are related to notions of order and disorder; and consequently, she explores how beliefs about what is considered to be 'clean' and 'unclean' uphold moral values. For Douglas, dirt is not a random phenomenon. It reveals a set of 'ordered' relations' at the same time that its very existence reflects a contravention of that order.
	Reading	Week 9 Required Reading Mary Douglas (1966) <i>Purity and Danger: An Analysis of the Concepts of Pollution and Taboo</i> . London: Routledge, Excerpts. Recommended Readings (Extension) - Available on Moodle
	Tutorial	Week 9 Tutorial We will address any administrative questions you might have. We will discuss the lecture and the readings, and discuss the final essay.
Week 10 : 15 April - 21 April	Lecture	Week 10 Lecture (16 April 2024) CLASS -Taste and Distinction Pierre Bourdieu (1930 -2002) was a French academic who contributed significantly to the discipline of Sociology. He was influenced by sociologists such as Emile Durkheim and Karl Marx, and is notable for his theorisation of power as embodied in the form of the habitus (understood as an embodiment of socially structured ways of acting, thinking and being in the world). This week's reading is a selection from Bourdieu's book <i>Distinction: A Social Critique of the Judgement of Taste</i> is enormous, both in terms of its length and its impact on the discipline. It shows how the dominant class uses their social, cultural and economic capital to make their tastes, preferences and desires appear to be natural when in fact they are socially constructed.
	Reading	Week 10 Required Reading Bourdieu, Pierre ([1979]1984) <i>Distinction: A Social Critique of the Judgement of Taste</i> . Cambridge: Harvard University Press, Excerpts pp. xi-xiv, 1-7,169-175. Recommended Readings (Extension) - Available on Moodle
	Tutorial	Week 10 Tutorial We will discuss lecture themes and the reading for Week 10, discuss the essay, and reflect on the course to tie things together.
Week 11 : 22 April - 28 April	Assessment	Essay Your reflective essay is due on 24 April 2024 at 23:59 PM.

## Attendance Requirements

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

## Course Resources

### Prescribed Resources

Electronic copies of the readings are available in the weekly toggles via Leganto on the ARTS1870 Moodle page: <http://moodle.telt.unsw.edu.au>

# Course Evaluation and Development

Student feedback will be gathered through myExperience surveys, and you will be given opportunities throughout the term to give informal feedback. This course received excellent feedback in the 2023 myExperience course and teacher surveys (thank you!). However, as always, there are things that can be developed, improved and refreshed! Some students told me that they wanted to see more diversity in the reading list for the course since it tends to feature dominant voices (those of dead, white males for example) at the expense of non-white, non-European, global south and Aboriginal voices. This is such a valuable observation, and I've been giving a lot of thought to this issue over the years.

Here are some reflections. First, the course is intended as an introduction to the discipline of Sociology, and it is a fact that the discipline's history is one that is characterised by the (over?) representation of DWM voices. So, on the one hand, it's impossible to avoid this reality in order to introduce the discipline adequately; but, on the other hand, it's important to introduce you to tools, concepts and sociological insights that can enable you to approach the discipline's history with a thoughtful, critical perspective to better represent your realities. Second, many of these DWMs wrote in the last century, and some even more than a hundred years ago. Sometimes, it is difficult to see the relevance of someone's contribution if it seems overly dated. I suppose one of the assumptions governing the course is that these authors have contributed something meaningful to the discipline, and most importantly, *continue to do so*. Of course, if you don't see the relevance of a particular author, then it's time for a change. And so, each year, I assess the course narrative, the particular contributions of each reading, and their relation to the others in the course. And so, the course changes over time, and this year, I've decided to introduce the work of W.E.B. Du Bois, particularly *The Souls of Black Folk* to modulate the presence of DWM voices. These debates are at the heart of contemporary discussions about the discipline, and I hope that we'll be able to take up your reflections, misgivings and even, pleasant surprises in reading these thinkers. And so, I look forward to discussing all this and more with you this year! Above all, I want you to know that I've listened, and have made the following changes to the course to improve the student experience in 2024:

1. Given that it's not possible to dispense with the contributions of DWMs because they are formative for the discipline, last year, I trialled a couple of readings with useful, critical concepts and insights to push our discussions. These readings were well-received, and the 2023 student cohort thought that they gave valuable ways to challenge and critique and engage with the discipline's tradition.

2. I will continue to sharpen the course narrative to focus our activities on attempts to 'think' the social - that is to consider different perspectives on what the social 'is' or might be. The second half of the course is more clearly oriented to considering how power underpins experiences of gender, culture and class. This sharpening and focussing will support your studies in other social science courses and disciplines such as Social Work to enable you to interrogate relations of power in different contexts.

3. I have retained a class participation mark to encourage student contributions in both online and in person tutorials. But I have modified how this works - many students became anxious about the participation mark, when the intent was to relieve anxiety! The expectations will be more clearly articulated.

All this to say, that I very much appreciate this feedback. The last student cohort gave me plenty to think about. I look forward to implementing these changes this year, and seeing how they are received! Best wishes for the coming term, and welcome to the course!

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Melanie White		Morven Brown 163		In-Person (F2F), Zoom, Skype and/or Teams by appointment	Yes	Yes
Tutor	Octaviano Arruda					No	No
	Brooke Jordan					No	No
	Simon Metcalfe					No	No
	Dovi Seldowitz					No	No
	Chelsea van Deventer					No	No

## 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](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, 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](mailto:soss@unsw.edu.au)

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