School of Humanities and Languages

ARTS2372 Philosophy and Social Critique
Term 2, 2016

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Course Arrangements

This is a one-session course carrying six units of credit.
Students must attend two hours of lectures and a one hour tutorial each week.

Lecture time: Wednesday 9–11am
Tutorial time: Wednesday 11-12
1. **Course Staff and Contact Details**

<table>
<thead>
<tr>
<th>Name</th>
<th>Heikki Ikäheimo</th>
<th>Room</th>
<th>Morven Brown 321</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>93852373</td>
<td>Email</td>
<td><a href="mailto:h.ikaheimo@unsw.edu.au">h.ikaheimo@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 1-2pm</td>
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2. **Course Details**

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>This course examines central themes in critical social philosophy. It looks into ways in and perspectives from which societies, communities and shared forms of life can be criticized or can criticize themselves. Can one society be better than another, and if so on what grounds? What plausible ways are there to judge some particular developments of social life or social relations as progress or regress? Is it possible to diagnose some forms of social or communal life as ‘pathological’? Does criticizing others always mean one is assuming to know more or know better than they do? Can social critique contribute to the betterment of societies or communities, and if so how?</td>
</tr>
</tbody>
</table>
| Learning Outcomes     | 1. Understanding of the central concerns and concepts of critical social philosophy.  
                         2. Capacity to in-depth reflection on problems and concepts addressed in critical social philosophy, such as internal and external critique, social pathology, alienation, reification, commodification, ideology, power, subjectivity, recognition and freedom.  
                         3. An appreciation of the ways in which critical social thought can contribute to social progress and emancipation.  
                         4. Ability to appraise and apply central concepts and ideas of critical social philosophy to contemporary problems.  
                         5. Increasing capacity to think systematically, to analyse philosophical arguments, and to produce one’s own.  
                         6. Sufficient knowledge and skills to allow further independent engagement with the course topics. |

3. **Course Schedule**

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 25.7.</td>
<td>Introduction</td>
<td>What is social philosophy? What is immanent critique? What are social pathologies?</td>
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</tr>
<tr>
<td>Week 2 1.8.</td>
<td>Alienation</td>
<td>What is alienation? Is human life</td>
<td>The young Karl Marx’s classic</td>
<td>Karl Marx: ‘Comments on James Mill’</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week 3 8.8.</td>
<td>Reification and commodification</td>
<td>account of alienation. Does it have something useful to tell us today?</td>
<td>Lukács’ classic account of reification and commodification compared to other accounts.</td>
<td>Georg Lukács: ‘Reification and the Consciousness of the Proletariat’</td>
</tr>
<tr>
<td>Week 4 15.8.</td>
<td>Ideology and ideology-critique</td>
<td>What is reification? Is all reification bad, or only some of it? Reification of the social world, reification of human beings, reification of nature? How are these issues related to commodification (all things being regarded as commodities)?</td>
<td>Haslanger’s recent account of ideology.</td>
<td>Sally Haslanger: ‘Ideology, Generics, and Common Ground’</td>
</tr>
<tr>
<td>Week 5 22.8.</td>
<td>Corporations and globalized capitalism</td>
<td>What’s good and bad about corporations and the powers they have? What follows from the ‘legal fiction’ that corporations are ‘persons’?</td>
<td>Discussion after the film.</td>
<td>‘Timeline of Personhood Rights and Powers’</td>
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</tbody>
</table>
| Week 6 29.8. | Power | What is power? Is all | The Foucauldian | Michel Foucault: ‘The
<table>
<thead>
<tr>
<th>Week 7 5.9.</th>
<th>Subjectivity, subjection, identity</th>
<th>power good, or bad? Or is some of it good and some bad? Views by Foucault and others.</th>
<th>view compared to other views on power.</th>
<th>Subject and Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8 12.9.</td>
<td>Psychoanalysis and social life</td>
<td>Is the society to blame for all human evil, or are there deep sources for aggression built in the human psychic structure? Views by Sigmund Freud, Melanie Klein and others.</td>
<td>Althusser’s account of ‘ideological interpellation’ to subjecthood. Its strengths and weaknesses.</td>
<td>Louis Althusser: ‘Ideology and Ideological State Apparatuses’</td>
</tr>
<tr>
<td>Week 9 19.9.</td>
<td>Constitution of social reality &amp; social construction of reality</td>
<td>What are societies made of most fundamentally? What are social norms, or social practices? Are categories like ‘gender’ social constructions? What does it mean that something is ‘socially constructed’?</td>
<td>The different ways in which something can be ‘socially constructed’, and their significance for social critique.</td>
<td>Sally Haslanger: ‘Ontology and Social Construction’</td>
</tr>
<tr>
<td>Week 10 3.10.</td>
<td>Colonization of the life-world by the system</td>
<td>The complexity of modern societies, their</td>
<td>Pros and cons of Habermas’ attempt to</td>
<td>Jürgen Habermas: The Theory of</td>
</tr>
</tbody>
</table>
| Week 11  
10.10. | Recognition and the good life | Differentiation into 'life-world' and 'system', and the colonization of the former by the latter according to Habermas. The idea of emancipation through discourse. | Overcome overly pessimistic views of modern life and of the possibilities to beat the 'system'. | Communicative Action, Part 2, 134-173. |
| --- | --- | --- | --- | --- |
| Week 12  
| Week 13  
24.10 | No Lectures  
No Formal Tutorial |  |  |  |

### 4. Course Resources

#### Textbook Details

There is no course reader that you need to purchase, as all texts will available be in Moodle. You are expected to read the respective text for each week before class and reflect on your thoughts about the texts in your workbook. The texts will also serve as basis for the tutorial discussions which you are expected to participate actively.
## 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A short essay. The topic(s) will be distributed in Week 2.</td>
<td>1,200-1,500 words</td>
<td>25%</td>
<td>123456</td>
<td>29.8.</td>
<td>Yes</td>
</tr>
<tr>
<td>Workbook</td>
<td></td>
<td>35%</td>
<td>123456</td>
<td>21.10</td>
<td>Yes</td>
</tr>
<tr>
<td>Essay The topic(s) will be distributed in Week 10.</td>
<td>2,000-2,500 words</td>
<td>40%</td>
<td>123456</td>
<td>28.10</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Workbook**

Your preparation for each class and reflection upon the material discussed in class should be recorded in a workbook. Time will be made available in tutorials for you to work individually and collaboratively on your workbook entries. Where work is collaborative you will need to specify with whom you have worked.

**Instructions: workbook**

**Form:** Create a workbook as a word document on your computer. Exactly what form the workbook will take is up to you. It is expected that something be written on the readings each week before the tutorial.

**Length:** the **minimum** requirement will be 7 x 500 word entries. There is no maximum word limit. Your entries should be predominantly prose rather than abbreviated notes, though some notes and bullet points are fine.

**Marking Criteria:** The primary expectation of the workbook is that it should demonstrate that you have thought about the weekly readings independently and that you have actively engaged with the text and the themes of the course. The mark you receive will be based on the depth and comprehensiveness of your engagement. The form that engagement will take is largely up to you.

What you may wish to cover in the workbook:

- A substantial component of your entry should be comprehension of the primary text, i.e. explaining what you think is articulated in the primary text, that is, the ideas and arguments in themselves.

- A useful thing to do in the workbook is to use it to prepare for the tutorial – noting questions you would like to raise. After the tutorial you could write in answers to the questions or correct misunderstandings.

- Raising questions and objections to the text.

- You are not required to relate the texts and ideas to your experience, or to culture, media and art but you may find it productive to do so.
All explorations of the ideas that emerge from the readings should be tied back to the text – to its overall theme or a particular passage. The aim of the workbook is to provide a forum for you to explore passages and ideas from your weekly readings that have made you think. How you explore them is largely up to you. You can also explore your negative reaction to the readings: if there is something you find objectionable – say why you think it is objectionable.

The workbook might also be a useful place to explore ideas that you may wish to cover in your essays or as a forum for relating ideas to your experience and developing your writing skills, though it should not be a draft of your essay.

Above all the workbook should represent your engagement with the texts and the ideas. If the ideas are not convincing this is a forum for you to examine why you think this to be the case.

**Reflection on the Workbook:** I expect a reflection on the workbook itself, how it does or does not help in your learning, you might also like to include suggestions as to how it could be improved. If you think it is not a useful learning tool state your reasons.

**Referencing:** I do not expect elaborate referencing in the workbook – but you must indicate where work is not your own.

**Final Submission of Workbook**
By the end of week 12 you must upload a full version of your workbook into Moodle.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they
meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments
Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

**Task with a non-percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

**Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

### 6. Learning and Teaching Rationale and Strategies

Through a selection of classical and contemporary readings, lectures, and group discussions, the course aims to develop an appreciation and understanding of critical ways to think of social life and what makes it better or worse.

You are expected to participate in this course by attending to the lectures, by engaging with others in tutorial discussions, and by completing the required reading in preparation for the lectures and tutorials.

The course will normally be taught with a two-hour weekly lecture, and a one-hour discussion-based tutorial. Lectures will be interactive, and student participation is strongly encouraged. Students are expected to come to class with the texts and to have prepared for class each week by reading the relevant text beforehand. The course will also feature a short and a more sustained essay. The lectures will cover philosophical topics, and background historical issues.
7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where
applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.