

HASS1000: BA Futures

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description

This course examines the history and learning principles of the Humanities and explores how critical thinking occurs inside and across disciplines. You will consider the complexity of today's world and engage in intellectual debates on the big ideas and major concepts underpinning the Humanities, including power, language, storytelling, and representation.

This course provides innovative research skills in Humanities disciplines, informed by traditional and new perspectives. It also highlights new awareness of the relevance of digital research tools in the Humanities. It fosters a learning environment that enables students to develop skills in problem solving, making convincing arguments, and intercultural awareness. At the conclusion of this course, you will have developed written, oral and digital research and communication skills that are vital for success in the Bachelor of Arts and a range of potential career paths. You will also have demonstrated foundational understanding of the role of the Humanities in knowledge creation and ethical problem solving.

Academic Progress Requirements Contact Hours

Nil

Callaghan Lecture

Face to Face On Campus
1 hour(s) per week(s) for 12 week(s)

Workshop

Face to Face On Campus
2 hour(s) per week(s) for 12 week(s)

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan**
Dr Chip Van Dyk
Chip.Vandyk@newcastle.edu.au
(02) 4055 3398
Please email to arrange a consultation.

Tutors Additional teaching staff will be listed on the course Canvas site.

School Office **School of Humanities Creative Industries and Social Sciences**
Social Sciences Building
Callaghan
HCISS@newcastle.edu.au
+61 4985 4500

SYLLABUS

Course Content Topics may include:

- Critical and ethical thinking
- The various means by which we acquire knowledge: written, oral, visual, and digital
- Histories of localities, nations, and peoples
- Indigenous and non-Indigenous ways of knowing
- Understanding languages in social and cultural contexts

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Demonstrate knowledge of Humanities disciplines, including how humans acquire and communicate knowledge.
2. Analyse local and global problems and ideas, and recognise how Humanities disciplines can interact to produce new understandings or findings.
3. Conduct scholarly research using appropriate resources, including digital platforms.
4. Apply core academic reading, writing, and presentation skills to communicate research outcomes.

Course Materials Required Reading:

Required readings are available on the "Course Readings" tab of the Canvas site and are listed under the "Course Schedule".

Further course materials will be provided on the Canvas website.

SCHEDULE

Week	Week Begins	Topic	Workshop Readings	Assessment Due
MODULE ONE: HUMANS				
1	26 Feb	Knowing	Raymond Williams, 'Introduction' and 'Humanity' from <i>Keywords: A Vocabulary of Culture and Society</i> (1983)	No assessment.
2	4 Mar	Seeing	John Berger, 'Chapter 5', in <i>Ways of Seeing</i> (1972).	<u>Learning Journal 1</u> due Sunday 10

			AND Bernard Smith, 'Settlement at Port Jackson, 1788-1800', in <i>European Vision and the South Pacific</i> (1960) AND Lisa Reihana, <i>in Pursuit of Venus [infected]</i> , Biennale Di Venezia (2019).	March at 11.59pm.
3	11 Mar	Reading	Robert Darnton, 'What is the History of Books?', <i>Daedalus</i> 111 (1982), 65-88. Library Special Collections visit. Please meet your tutor in the Auchmuty Library, room L326.	<u>Learning Journal 2</u> due Sunday 17 March at 11.59pm.
MODULE TWO: PLACES				
4	18 Mar	Settling	Laklak Burarrwanga and Family, 'Gapu, Water' and 'Paperbark', in <i>Welcome to My Country</i> (2014). AND Romaine Moreton, 'Places That Name Us', <i>Artlink</i> 31 (2011).	<u>Learning Journal 3</u> due Sunday 24 March at 11.59pm.
5	25 Mar	Resettling	Khalid Koser and Susan Martin, 'The Migration-Displacement Nexus', in <i>The Migration-Displacement Nexus: Patterns, Processes, and Policies</i> , ed. Khalid Koser and Susan Martin (2011). AND United Nations High Commissioner for Refugees, 'Resettlement' website and 'Australia', in <i>UNHCR Resettlement Handbook</i> .	<u>Learning Journal 4</u> due Sunday 31 March at 11.59pm.
6	1 Apr	Connecting Note: Tuesday 2 April is a University holiday. This week's lecture will be posted online. Students enrolled in Tuesday workshops are invited to attend those running on Wednesday and Thursday. Further details will be provided in class.	Roy F. Baumeister and Mark R. Leary, 'The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation', <i>Psychological Bulletin</i> 117 (1995), 497-529. AND John Donne, 'Meditation', in <i>Devotions Upon Emergent Occasions</i> , ed. Anthony Raspa (Oxford University Press, 1987) AND Allen R. McConnell, 'The Psychology of Sports Fandom', <i>Psychology Today</i> (2015).	<u>Learning Journal 5</u> due Sunday 7 April at 11.59pm.
MODULE THREE: LANGUAGES				
7	8 Apr	Communicating	Standing Committee on Aboriginal and Torres Strait Islander Affairs, 'The role of Indigenous languages', in <i>Our Land Our Languages</i> (2012) AND 'NSW Introduces Historic Aboriginal Languages Legislation into Parliament', 13 October 2017.	<u>Learning Journal 6</u> due Sunday 14 April at 11.59pm. <i>and</i> <u>Humanities Handbook Entry</u> due Sunday 14 April at 11.59pm.
Mid-Semester Recess				
Mid-Semester Recess				
8	29 Apr	Speaking	David Chrystal, 'Why a Global Language?', in <i>English as a Global Language</i> (2003) AND Rebecca Roache, 'The Death of Languages',	<u>Learning Journal 7</u> due Sunday 5 May at 11.59pm.

			<i>Aeon</i> (2017)	
9	6 May	Telling	Ken Baskin, 'Complexity, stories and knowing', <i>ECO 7</i> (2005), 32-40. AND Paul Cobley, 'In the beginning: the end', in <i>Narrative</i> (2013) AND Adriana Cavarero, 'A Stork for an Introduction', in <i>Relating Narratives: Storytelling and Selfhood</i> (2013).	<u>Learning Journal 8</u> due Sunday 12 May at 11.59pm <i>and</i> <u>Plan</u> due Sunday 12 May at 11.59pm
MODULE FOUR: FUTURES				
10	13 May	Searching	Alexis C. Madrigal, 'Older People Are Worse Than Young People at Telling Fact from Fiction', <i>The Atlantic</i> (2018) AND José Van Dijck and Thomas Poell, 'Understanding Social Media Logic', <i>Media and Communication</i> (2013).	<u>Learning Journal 9</u> due Sunday 19 May at 11.59pm.
11	20 May	Transforming	Roopika Risam, 'What Passes for Human?' Understanding the Universal Subject in Digital Humanities Praxis' in <i>Bodies of information</i> , ed. Elizabeth Losh and Jacqueline Wernimont (2018).	<u>Learning Journal 10</u> due Sunday 26 May at 11.59pm.
12	27 May	Adapting	Kathleen Fitzpatrick, 'The Humanities, Done Digitally', in <i>Debates in the Digital Humanities</i> (2012). AND Miriam Posner, 'What's Next: The Radical, Unrealized Potential of Digital Humanities', in <i>Debates in the Digital Humanities</i> , ed. Matthew K. Gold and Lauren F. Klein (2016).	<u>Learning Journal 11</u> due Sunday 2 June at 11.59pm.
13	3 Jun	NO CLASSES	NO CLASSES	<u>Pitch</u> due Sunday 9 June at 11.59pm.
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Learning Journal	Weekly, beginning in Week Two and concluding in Week Twelve. Entries should be posted by Sunday 11.59pm of the relevant teaching week.	Individual	30%	1, 2
2	Written Assignment	Sunday 14 April at 11.59pm.	Individual	30%	2, 3, 4
3	Project	The plan is due on Sunday 12 May at 11.59pm. The pitch is due on Sunday 9 June at 11.59pm.	Individual	40% (10% and 30%)	1, 2, 3, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Learning Journal

Assessment Type Journal

Purpose	This assessment task requires students to engage with the ideas raised in weekly content.
Description	Each week you will upload a short written or recorded post to Canvas, responding to the week's themes. There are eleven posts in total; you must complete at least ten. If you make all eleven posts your final grade will be calculated based on your best ten posts. Further details are available under the 'assignments' tab on the course Canvas site. These will be discussed in class.
Weighting	30%
Length	1000 words (approximately 100 words or 1-2 minutes per post)
Due Date	Weekly, beginning in Week Two and concluding in Week Twelve. Entries should be posted by Sunday 11.59pm of the relevant teaching week.
Submission Method	Online
Assessment Criteria	A rubric will be posted to Canvas and discussed in class.
Return Method	Online
Feedback Provided	Online, within two weeks of submission.

Assessment 2 - Written Assignment

Assessment Type	Written Assignment
Purpose	This assessment task engages students in a deep analysis of the assigned readings and course content. The task aims to encourage students to conduct additional research, and communicate clearly in writing, building academic reading and writing skills that are fundamental to all BA humanities study.
Description	<p>You have been invited to contribute to a publication called 'The Humanities Handbook' which is a textbook/informational resource exploring ideas and concepts that are fundamental to all BA humanities study.</p> <p>You will be required to choose ONE question prompt from a list provided and produce ONE written 'Humanities Handbook' entry as contribution to this publication. Further details are available under the 'assignments' tab on the course Canvas site. These will be discussed in class.</p>
Weighting	30%
Length	800 words
Due Date	Sunday 14 April at 11.59pm.
Submission Method	Online
Assessment Criteria	A rubric will be posted to Canvas and discussed in class.
Return Method	Online
Feedback Provided	Online, with two weeks of submission.

Assessment 3 - Project

Assessment Type	Project
Purpose	This assessment task asks students to consider the practical applications of Humanities knowledge.
Description	<p>You have been asked to promote and highlight the value of the humanities and a humanities perspective to a cultural institution such as a museum, library, archive, gallery, or a media organisation- think ABC radio's Triple J Hack, The Gallery of NSW, Newcastle's New Annual Festival or a social media site that has wide appeal. Your target institution/audience can be international, national or local. You will need to design and pitch a project (such as a podcast, a small exhibition, a website, or a documentary) to your chosen institution.</p> <p>The assessment is in two parts:</p> <ol style="list-style-type: none">1. A plan, worth 10%. You will submit this first and receive feedback on your idea.2. A pitch, worth 30%. You will submit this second, implementing the feedback you received on your plan. <p>Further details are available under the 'assignments' tab on the course Canvas site. These will be discussed in class.</p>
Weighting	40% (10% and 30%)
Length	Equivalent to 1200 words
Due Date	The plan is due on Sunday 12 May at 11.59pm. The pitch is due on Sunday 9 June at 11.59pm.
Submission Method	Online

Assessment Criteria	A rubric will be posted to Canvas and discussed in class.
Return Method	Online
Feedback Provided	Online, within two weeks of submission.

ADDITIONAL INFORMATION

Grading Scheme This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:

- Workshop (Method of recording: As required by UON policy, attendance at workshop sessions will be recorded using the MyUON app. Students must attend no less than 80% of sessions to pass the course. Please submit an Adverse Circumstances application if you cannot meet this requirement.)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in

all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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