

School of Social Sciences and International Studies

Course Code ARTS 3876

Course Title: Experience, Illness, Healing

Convenor: Mary Zournazi

Semester 2, 2011

ARTS 3876

S2, 2011

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ARTS 3876
S2, 2011

(6 units of credit)

Seminar Time: Monday 3pm-6pm
Room: G5 Morven Brown

Course Description

This course explores the social and cultural meaning of illness and healing. Illness involves changed relationships, with the body, the self, the psyche, the environment and other people, and any illness is likely to work simultaneously in several of these dimensions. The course looks at what it means to be sick and means to be well. We consider: the distinction between curing and healing; the nature of care; the experiences of suffering and pain; the relationship between the bio-medical body and the social body. The course ranges from the physical to the psychic, to the interpersonal, to the political, to the ecological.

In this session, we will look at experience, the life of the mind, memory, emotions and the cultural implications of healing at a social and political level.

There will be opportunities for students to pursue their own research interests and particular topics such as emotions, memory, the suffering of particular diseases, specific healing practices, current political issues.

Aims

The aims of the course are:

This course is organised around a collective close reading of key texts on issues of experience, illness and healing and the development of students collaborative research project. Through adopting this form, the course aims to:

- develop students' conceptual appreciation of health issues,
- enhance students' reading skills,
- improve students' oral presentation skills,
- improve students' research skills,
- improve students' abilities to work collaboratively,
- develop students' writing abilities.

Student Learning Outcomes:

At the end of this course, students will be able to:

1. read class texts and contemporary theories and apply them in the analyses of the body and everyday life.
2. apply their critical skills to research and writing on themes related to the course.
3. work collaboratively with other students in facilitations and writing projects.
4. investigate the cultural and sociological issues surrounding experience, illness and healing
5. establish the creative capacity for independent research and collaboration.

Graduate Attributes:

1. Skills in oral and written communication
2. An awareness of and ability to apply interdisciplinary perspectives to their studies.
3. A respect for ethical practice and social responsibility
4. Skills in creative analysis and critical analysis of knowledge claims.
5. Teamwork Skills
6. Time and Project management skills.

These attributes will be assessed within the assessment tasks outlined.

Rationale for Content and Teaching Approach

ARTS 3876 is based on the following pedagogic principles:

- active engagement with challenging concepts, drawing on the diversity of students' own experiences,
- engagement with classic texts without the use of secondary sources,
- dialogue in and out of class, with students and with teachers, producing a community of learners,
- cooperative learning with peers, without competition,
- student responsibility to the learning community,
- a safe learning environment that allows constant and honest feedback from a range of sources.

Teaching Staff

Course Co-ordinator: Dr. Mary Zournazi

Room 164, Morven Brown Bldg

Telephone: 9385 8454

m.zournazi@unsw.edu.au

Consultation hours: To be advised in the first seminar.

I am available during my consultation time or by email appointment if you wish to discuss any course matters. Please note I will respond to consultation issues and requests during my consultation hours, if you wish to send me an email during this time regarding any aspect of the course, please do.

Queries can be directed to me, or if required to the administration office of the School located on the Ground Floor of Morven Brown Bldg.

Textbooks

You will need the course reader to complete this course. The reader is available at the University Bookshop.

Suggested Reading Text: Thomas Moore *Care of the Soul*. This book is on reserve in the library.

Schedule for Session 2, 2011.

Week 1: July 18 Introduction

Week 2: July 25 What is Experience? Body, Mind, Soul

Week 3, August 1 Dreams, Archetypes and the Unconscious

Week 4, August 8 Emotions, Symptoms, Care

Hand in workbook entry in class

Week 5, August 15: Living with Illness — Hope and Healing

Week 6 August 22: Memory and Emotions: The Life of the Mind

Week 7 August 29: Work of Mourning — Culture and the Everyday

MID SEMESTER BREAK

Week 8 September 12 Forgiveness and Reconciliation

Week 9 September 19 Reading Week – Writing Exercise

Week 10 September 26 : Responsibility — experience, ethics, healing

Workbooks due in class

Week 11 October 3: Public Holiday

No Classes this week — Writing exercise

Week 12 October 10 Seminar Writing Workshop

Week 13: October 17 Seminar Writing Workshop

Research Project Due Tuesday October 25 by 4pm

Hand in Research Project to School of Social Sciences and International Relations School Office

Class Organisation: Teaching and Learning

This subject is taught as a seminar, there are no formal lectures, rather the structure of the course fosters what I call a ‘dialogic’ teaching experience. The subject encourages student participation at all levels through in-class activities and exercises and the development of a teacher-student dialogue. The aim of the course is enhance student’s analytical and communication skills and to encourage independent learning.

This subject, then, is a collective responsibility, and as such we are all expected to participate in formulating questions and responses. Our engaged responses will help make the learning and class experience enjoyable and creative.

As some of the material in this course may be new to students, I encourage you to ask questions and to explore different avenues and pathways in your own reflections and discussions of weekly themes. I draw on range of philosophical, sociological and political perspectives to explore what underpins different cultural and social attitudes and understandings of the self, body and everyday experience. As the material may be new to some of you, and at times, difficult, it is important that we value each other’s understandings, this will ensure we all experience the best bits of the readings, and how we come to understand the language and issues of rights in everyday life and social contexts. The subject is designed to integrate your own critical and cultural appraisals of the material presented, and thus the subject is not a ‘test’ of your knowledge, but rather how you may apply your analysis to the assessment tasks and classroom discussions.

The classes will consist of:

- discussion of the week’s theme, and readings
- exercises and case studies to help ground the conceptual issues
- seminar group facilitations in weeks 4-8
- small group work on research project, from week 8

The teaching mode and style of learning makes it very important that you are prepared for classes and attend. Preparation exercises must be done **BEFORE** the class. Your creative response and input will make the subject a rewarding experience.

Submission and Presentation of Assignments:

You are required to **submit all** course requirements in order to pass, regardless of your marks for pieces submitted. Cover sheets for the work you submit are available from a folder on the wall of the Social Sciences and

International Studies foyer on the ground floor of the Morven Brown Building.

Summary of Assessment

Group facilitation	weeks 4-8	20%
Workbook	due in week 10 seminar	30%
Research Project components:		
Essay	due Tuesday October 25 By 4pm	30%
Essay Process	weekly exercises 8-13	20%

- In Week 4, a photocopy of a workbook entry is to be handed in class. This entry will be returned with feedback in Week 5's seminar. The feedback will not count toward your mark, it is for guidance only.
- The workbook should be handed directly to me in class in week 10. If you leave your book elsewhere, you will need to make a photocopy of the book in case the original is lost.

Seminar Group facilitation

To be held in the seminars weeks 4, 5,6,7, 8

Worth: 20% of total assessment (all group members receive the same mark).

40-45 minutes in total

In week 2, collaborative groups will be established on the basis of shared interests and in collaboration with myself. In weeks 2 and 3 class time will be dedicated to the organisation of the facilitations.

Members of these groups will work together throughout the course. Initially, the group will identify a particular conceptual issue that all its members are interested in (see *Course Schedule* for examples of issues). Between weeks 4 and 8, each group will facilitate for that week.

In subsequent weeks, these groups will operate as the collegial setting within which individual members pursue their particular research questions and in the essay writing/workshops (Research Project)

Facilitation points:

The aim of the facilitation is to **help** the whole class develop an appreciation of the issues arising from the theme for that week and your focus. The aim is to pose questions and generate discussion around the issues. The ability to help guide and facilitate the class discussion is the primary focus of the facilitation. Therefore, well organised and timed activities important.

The facilitation will serve as good testing group for your research project (s), that is, getting good discussion and feedback from other members of the class on their angle on the topic and questions you are interested in. Therefore use the facilitation as a testing ground for issues that emerge from the week's reading and are relevant to your own passions and interests. This focus will enable you to have fruitful material for your research project.

The facilitation will be evaluated in terms of how interesting and well organised the activities are, and in what ways it aids class discussion and understanding. Groups are free to use a variety of media and resources. The readings and themes are aimed to provide an entry into the issues of that week — as such there are a variety of approaches and examples that can be worked with. In this regard, you don't need a 'comprehensive understanding' of the readings — you may focus on a key aspect or theme of a reading, or bring different readings and approaches together. That is, I do not expect you to do a summary of the reading for that week rather

select key theme(s) or questions that seem relevant to your groups angle and the direction of your activities.

Each group is expected to meet outside class hours to organise the activities and I will dedicate time in the first couple of seminar to discuss approaches to the facilitation and interesting ways of engaging the class through your activities. **Every group member** must contribute to both these meetings and the class activities. Moreover, in the overall facilitation and preparation there must also be a suitable distribution of labour. This does not mean that everyone will do a “mini” presentation to the class, rather find ways to involve your group in administering activities, questions, and ideas/visual stimuli etc throughout the time allocated for your facilitation.

Based on the facilitations, general feedback will be provided at the end of each facilitation with the grades distributed at the end of the class facilitations, that is, the grades and written feedback will be distributed in week 10.

This exercise is designed to help you further develop your skills in reading, presentation, communication and teamwork.

Relevant Learning Outcomes: 1,2,3

Relevant Graduate Attributes: 1,2, 4,5,6

Workbook

The workbooks will be handed in for assessment in Week 10's seminar.

The workbooks are worth 30% of total assessment.

All class preparation and in-class exercises should be recorded in your workbook. The success of the course depends, to a large extent, on the dialogue in class, and careful preparation to facilitate this. This is why you must do the readings for each week and write notes on these in your workbook **before** class. You must bring your workbook to every class.

The workbook is based on teaching and learning principles that encourage different forms of writing and the exploration of ideas and concepts. The workbook journal gives you the space to explore conceptual ideas and processes in less formal ways and the aim of the workbook is to give you the opportunity to work through your ideas through the writing process.

- Each week there will be a preparation exercise to address in your workbook, look over the week-to-week preparation in the outline for guidance to the week's entries. I require you to choose a **particular passage or sentence or example to write** about, one that grabs your attention and sets you thinking. I would also like to you record our responses to the texts, both positive and negative. You will find that writing about a negative response can help clarify certain issues and/or create another space to understand your own knowledge and critical awareness.

Use the preparation exercise to incorporate everyday life or media examples to help extend any thoughts or reflections you have on the weekly topic.

- **In addition to the preparation work and in class exercises, I require you to include a half page of reflection on the seminar each week, that is, reflect on a key point or idea that interested you or you wish to comment, and include any thoughts you have toward the development of your research project. Use this half page to really start to work through a particular research interest for your research project.**

The workbook, then, is like a journal of reflection of your processes and thoughts as they change and develop over the semester. I don't want to see a 'finished' product, simply your workings, and how the readings may or may not challenge you. Provide as much pertinent detail as you can. This will give you very helpful material to work with later — particularly in

relation to your essay. In general, you may find that one to two written pages a week will do.

The form of the workbook will depend on your own personal preference. In physical terms, I have found that A4 notebooks work better rather than loose leaf sheets. So I would encourage this style of workbook. Throughout the session, you will be asked to draw on your own interpretations, and I encourage you to ask questions and to explore different ideas and meanings in your workbook as they emerge throughout the semester. Evaluation of the workbook is based on engagement with the subject and the working process. The important issue is that the workbook is a place to explore and write issues that work for you and engage your interest.

Relevant Learning Outcomes: 1,4,5

Relevant Graduate Attributes: 2,4,6

Research Project

This research project is an integrated part of the class and learning experience.

Due: Tuesday October 25 by 4pm

Length: 3000-3,500 words

Essay:

Final essay is worth: 30% of total assessment

Essay process weeks: 8-13 20% of total assessment

Essay Topic:

*For the research essay, students are expected to devise a research question on a particular aspect of the course themes. This question/ area will emerge through your initial workbook reflections as well as students will follow the **stages of the essay process/ writing workshops** that are necessary to the development of your essay.*

ESSAY PROCESS:

Essay writing and research are essential parts of university life as well as other forms of creative and cultural practice. For instance, I use my research and writing skills in documentary making, and in my film and book reviews for the media. As such, the essay is a medium to help develop your research and writing skills and your skills in time and project management.

You will be introduced to the essay process in week 7, from week 8 you will be doing essay work in a small groups. Each week there will be a specific work in progress task for you to do. You will make **5 (or 6)** copies of these each week and bring them to the seminar for your group members.

The ‘essay process’ component of the assessment is based on your participation in the process — on **your week-by-week exercises** and **attendance in the seminar and essay** groups.

LATE SUBMISSION OF WORK IN PROGRESS IS NOT ACCEPTABLE; You are encouraged to write *what you can* and bring that along, the most important thing is be part of the in class essay process and feedback.

TIMETABLE:

Group Facilitations are the starting point for this process as well as your workbook reflections.

Week 8 Preparation: Re-read essay instructions and process in the course outline. From your group facilitation and the class feedback write out lists of associations, questions, issues that come to mind. Make 5 (or 6) copies.

Group work: Exchange lists and read, and after you have read them, discuss each list/questions in detail.

Week 9: No Class

WRITING EXERCISE REPLACES THIS CLASS

i. Select two academic readings in your topic area, these readings may come from the course list or from a library search. In half a page or so for each reading, outline why the reading is relevant to your research project and how it takes your thinking further.

ii. In preparation for week 10: From last week's discussion write a few pages of your 'first full draft' essay. This is 'free writing' — don't restrict yourself, see where the writing takes you. Make 5 (or 6) copies of your first draft and bring to class in week 10.

Week 10: Bring your 'first full draft' writing exercise and your two academic readings for discussion. We will be discussing techniques for commenting and editing that you will be addressing in today's workshop.

Group work: Exchange first drafts, and make comments. After each draft is read and commented on, discuss each draft and academic readings.

Week 11 (for Week 12 Class)

Preparation: In response to the feedback from your group members, and your preferences — select a key area of your draft or a key point (s) — and develop a fresh working draft. Note: Do not simply rewrite the same as the previous week — choose the key area that works best for you, and develop a new working draft from there. I have found that most people keep changing their ideas through the drafting process, and this part of the essay process is the 'middle draft'.

See this draft as creatively developing your ideas. Don't hold back! **Finally, in half a page or so — attach to your draft, reflect on the writing process thus far.**

Week 12

see Week 11's preparation

In class Group work: Swap copies, read each fresh draft, make comments, and then discuss each essay.

Week 13: Preparation:

1. Work on the feedback from week 12's workshop and develop key areas or points from the feedback for this final draft. That is, you are still working on your draft, but this is a 'final draft' for peer feedback.
2. Then after you've written up your draft, read and put aside your latest draft, and without referring to it — write up the steps of your argument in point form (Bear in mind that may change the order for the final essay submission). In a few words write what the essence of your essay is, and its potential title. Make 5 copies of the **outline and final draft** and bring to class.

Group work: Swap outlines and drafts, read each of them, make comments on the draft first and then the outline with the view to helping each other finalise the structure and logical order of their essay for the final submission October 25th.

Final Submission: Should show the signs of how you have reworked your final draft from the class workshop.

This class will help you toward the fine-tuning of your essay for submission on Tuesday October 25.

NOTE: AT THE END OF THE SESSION YOU WILL HAND IN CLEAN COPIES OF YOUR ESSAY PROCESS WITH YOUR ESSAY. MAKE SURE YOU SAVE ONE CLEAN COPY OF YOUR ESSAY PROCESS EACH WEEK TO HAND IN WITH YOUR ESSAY. YOU NEED TO INCLUDE ALL OF THE WEEK'S EXERCISE IE, WEEKS 8-13 INCLUSIVE.

Here are some of things I will be looking for in the essay:

1. Evidence of an engagement with a theme or related theme or issue in the course.
2. Evidence of thinking. Putting ideas to work in a creative way.
3. Rigour: attention to precision and detail, pushing your points as far as possible.
4. Development of a clear argument with a strong sense of structure.

This essay and the essay writing process are designed to develop your skills in: engaged reading, writing and editing, collaboration, teamwork, creative and critical thinking, project management, communication, listening and ethical practice.

Relevant Learning Outcomes: 1, 2, 3, 4, 5

Relevant Graduate Attributes: 1,2, 3,4,6

Class Schedule

Week 1, July 18

Introductions

Experience, Illness, Healing.

Today we will explore the dimensions of the course and what we might consider experience, illness and healing to be.

Reading:

No set reading for this week

Seminar:

- 1) We will introduce ourselves to each other, and work through the seminar arrangements, and get some bearings on what the course has to offer. This seminar will also be the opportunity to discuss and clarify the workbook.

2. We will discuss the formation of small groups for the seminar facilitations.

- YOU WILL NEED TO PREPARE FOR WEEK 2's CLASS, SEE WEEK 2's PREPARATION GUIDE.

YOU NEED TO BRING THIS HANDOUT TO ALL CLASSES

Week2, July 25 What is Experience? Body, Mind, Soul

In today's seminar, we will explore the question what is experience, we will explore how experience relates to the 'whole' body, and how this notion of experience underlies ideas of being and sociality.

This week provides a framework for thinking through experience as the shaping of relations to the world and others, and how this informs ideas of memory, emotion and healing.

Reading:

Merleau-Ponty, Maurice (1964), 'Eye and Mind' in *The Primacy of Perception*, Northwestern University Press, US, pp159-190.

Preparation:

Read the reading. In preparation for class, select a key sentence or paragraph and reflect on how this passage relates to the experience. Give an example that might help relate to the passage you have chosen (eg it could be a personal example or experience, or it might come from a film, novel or event).

In your workbook, make notes on your response to the first seminar and your ideas of what collective responsibility entails in the classroom environment..

Seminar:

1. Discussion of themes and readings
2. Group facilitation workshops.

Week 3, August 1 Dreams, Archetypes and the Unconscious

Today we will explore different approaches to dreams, archetypes and the unconscious.

Dreams and archetypes serve as cultural and individual expressions of self, soul and psyche. We will consider these meanings in relation to experience, illness and healing.

Reading:

Jung, Carl (1975) 'Approaching the Unconscious' in *Man and his Symbols*, New York: Dell Publishing (pp3-17,27-40,56-59).

Freud, Sigmund (1991) [1915-1916] 'Introductory Lectures: Dreams' excerpt in *Introductory Lectures on Psychoanalysis, Vol 1*, Penguin Classics: London (pp150-156)

Preparation

Select one of the readings and explore how they approach the issue of dream or archetypes, by focussing on a key passage or example used in the reading, reflect on the implications of the example or passage you cite from your own experience or an example from everyday life and/or culture.

Seminar:

1. Class and small group discussion and exploration of dreams, archetypes and the unconscious.
2. Group facilitation workshop

Week 4 August 8 Emotions, Symptoms, Care

This week we look at emotions, symptoms and care. We will look at how 'symptoms' that manifest in our everyday lives and experience are ways to address care and healing.

We will challenge traditional models of emotions; we will look at honouring 'symptoms' and approaches to care.

Reading:

Moore, T (1992) 'Honoring Symptoms as a Voice of the Soul' in *Care of the Soul*, Piatkus Books: London (3-21). 40-49

Epstein, M. 1995 'Bare Attention' in *Thoughts Without a Thinker: Psychotherapy from a Buddhist Perspective*, Basic Books: New York (pp. 109-128)

James, William (1920) [1884] 'What is an Emotion'? In *William James Collected Essays and Reviews*, Geo. H. Ellis. Co: Boston (pp244-275)

Preparation:

Select one of the readings for this week and look at how the author discusses their particular take on emotions, care and/or healing. Give an example from the text or your own experience to help explore your reflections.

Make a photocopy of a workbook entry from one of the last two weeks (ie Week 2, 3 or 4) and hand into me in class. The workbook entry will be returned in week 5's seminar. The feedback will be for guidance only, it will not count toward your grade.

Seminar:

1. Seminar group facilitation starts
2. Reflection and discussion on emotions, symptoms and care.

Week 5, August 15 Living with Illness — Hope and Care

So far we have been looking at approaches to experience and the emotional dimensions of illness and healing that is, the psychological, emotional and social contexts we inhabit. This week we will at the issue of what does it mean to live with illness and we start to examine the issues of suffering and resistance. We will discuss ideas of hope — we continue to challenge traditional notions of care and cure.

Film excerpt: *The Sea*

Reading:

Hillman, J. 1978 'Hoping, Growing and the Analytical Process' in *Suicide and the Soul*, Spring Publications Inc: Texas (pp.153-170)

Frank, A. 1995 'The Wound as Half Opening' in *The Wounded Storyteller: Body, Illness and Ethics*, University of Chicago Press: Chicago and London (pp. 169-185)

The Law Report: 13 January 2004 – 'Freedom Fighter to Judicial Powerhouse',

<http://www.abc.net.au/rn/talks/8.30/lawrpt/stories/s1012546.htm>

Preparation:

Select and comment on one of the readings that strikes you as addressing the issue of living with illness in individual or social terms. Incorporate an example from the reading in your discussion or from your experience or everyday life.

Seminar:

1. Group Facilitation.
2. Discussion of hope, living with illness and care. How does these ideas shape our understanding of individual or social healing?

Week 6 August 22 Memory and Emotions: The Life of the Mind

In this class, we will look at the issues of being and identity, how memory shapes our everyday lives and experiences, and what happens when memory is lost, that is, the individual, social and cultural issues at stake.

I will discuss some of my new research work on memory and individual experience with particular reference to dementia, how to reconsider this illness through a paradigm of wholeness and relational logic. (My work takes shape in a play I am co-writing with the Australian writer, Christos Tsiolkas called 'Care' as well as creative research and writing on peoples' experience with dementia and family relations.)

Reading

Bachelard, Gaston (1958) 'the house, from cellar to garret. The significance of the hut' in *The Poetics of Space*, Beacon Press: US (pp5-37)

Burke, Lucy (2007) 'The Poetry of Dementia', *Journal of Literary Disability*, vol 1 no 1,(pp1-12).

Preparation:

Comment on one of the readings in a couple of pages or so. Use an example from the text or your own example to consider memory and the implications for our sense of being and identity.

Seminar:

1. Group Facilitation
2. Class discussion of memory, experience and identity.

Week 7 August 29 Work of Mourning — Culture and the everyday.

This seminar we will move toward exploring the individual and social contexts of grief and mourning as ways of understanding the complex issues of experience, illness, healing, and the ways in which different cultures work with the understanding of grief.

We take a look at some classic accounts of mourning and melancholia to help broaden our understanding of mourning and grief.

Reading:

Freud, Sigmund [1915] (1991) 'Mourning and Melancholia' in *On Metapsychology* vo 11, Penguin Classics, London (pp251-268)

Scheper-Hughes, N (1992) *Our Lady of Sorrows — A political economy of the emotions* in *Death Without Weeping*, University of California Press, Berkeley.

Preparation:

Select one of the articles and reflect on the issues of grief and/or mourning that they explore. Can you give an example of mourning in an individual or cultural context? (You might consider cultural events that bring people together or apart through mourning rituals).

Seminar

1. Group Facilitation
2. Grief, mourning and culture.

Week 8, September 12 Forgiveness and Reconciliation.

This seminar we will explore the individual and social acts of healing via notions of forgiveness and reconciliation. We will look at Australian and international contexts of reconciliation.

Reading:

Derrida J (2001), 'Forgiveness' in *On Cosmopolitanism and Forgiveness*, Routledge: New York.

Gaita, R (1999) 'Guilt, Shame and Community' in *A Common Humanity*, Text: Melbourne

(May be circulated in class:

Hamber, B and Wilson R (2002) , 'Symbolic Closure through memory, reparation and revenge in post conflict societies', *Journal of Human Rights*, Vol 1, No 1, March pps 35-53.)

Preparation:

How do you understand forgiveness? What role does it play in individual experience or social contexts. Select one of the articles and relate to the author's notion of forgiveness and your own understanding.

Essay workshop Preparation: Re-read essay instructions and process in the course outline. From your thoughts and experience so far in the course, write out lists of associations, questions, issues that come to mind for your potential research ideas. Make 5 (or 6) copies.

Seminar:

1. Group Facilitation
2. Reflections on social healing and forgiveness
3. Essay Process begins.

Group work: Exchange lists and read, and after you have read them, discuss each list/questions in detail.

Week 9 September 19

No Class:

WRITING EXERCISE REPLACES THIS CLASS.

You must do this exercise and bring to Week 10's class.

i. Select two academic readings in your topic area, these readings may come from the course list or from a library search. In half a page or so for each reading, outline why the reading is relevant to your research project and how it takes your thinking further.

ii. In preparation for week 10: From last week's discussion write a few pages of your 'first full draft' essay. This is 'free writing' – don't restrict yourself, see where the writing takes you. Make 5 (or 6) copies of your first draft and bring to class in week 10.

Week 10 September 26 Responsibility

WORKBOOKS DUE IN THIS WEEK'S SEMINAR

Today we will look at responsibility. We will explore responsibility in terms of individual and social contexts of healing, emotions and experience.

That is, how does responsibility work in the context of illness and healing. What are the individual or social implications of responsibility, how does it relate to notions of care?

Reading:

Levinas, E (1995) 'Responsibility' in *Ethics and Infinity — Conversations with Philippe Nemo*, Duques University Press: Pittsburgh.

Preparation:

Levinas is difficult. Select one paragraph or example from the reading and think about what they might offer in terms of thinking of about social ideas of responsibility to illness, suffering and/or healing.

In your workbook, make a list of one or two questions that have emerged for you or sparked your interest throughout the course, that is, in relation to area that has intrigued you or got you thinking in a new direction, we will discuss these questions in seminar

Essay Workshop Preparation: (see week 9 exercise) Bring your 'first full draft' writing exercise from week nine. We will be discussing techniques for commenting and editing that you will be addressing in today's workshop.

Seminar:

1. We discuss the idea of responsibility and healing.

We will also look at questions that have emerged for you throughout the course.

Group work: Exchange first drafts, and make comments. After each draft is read and commented on, discuss each draft.

Week 11, October 3 Public Holiday

No Classes for this week:

Continue with essay writing workshops preparation.

Preparation: In response to the feedback from your group members, and your preferences — select a key area of your draft or a key point (s) — and develop a fresh working draft. Note: Do not simply rewrite the same as the previous week – choose the key area that works best for you, and develop a new working draft from there. I have found that most people keep changing their ideas through the drafting process, and this part of the essay process is the ‘middle draft’. Be creative and expansive with this draft. Don’t hold back!

Finally, in half a page or so — attach to your draft, reflect on the writing process thus far.

Make copies and bring to week 12’s class.

Week 12 October 10 Writing Workshop

In today's seminar we will focus on your essay writing and the aliveness of research, how to develop your research interests and creative focus. We will also reflect on your learning experiences and feedback on the writing workshop.

Preparation:

See Week 11.

Seminar:

1. We will discuss editing techniques and your research projects.
1. **Group work:** Swap essay copies, read each fresh draft, make comments, and then discuss each essay.

Week 13 October 17 Writing Workshop.

Today is the last class and we work toward the final writing workshop and your research projects.

We sum up some key aspects of the course and your research.

Preparation:

1. Work on the feedback from week 12's workshop and develop key areas or points from the feedback for this final draft.
2. Then after you've written up your draft, read and put aside your latest draft, and without referring to it — write up the steps of your argument in point form (Bear in mind that may change the order for the final essay submission). In a few words write what the essence of your essay is, and its potential title. Make 5 copies of the **outline and final draft** and bring to class.

In Class:

Group work: Swap outlines and drafts, read each of them, make comments on the draft first and then the outline with the view to helping each other finalise the structure and logical order of their essay for the final submission October 25th.

2. Whole class: go around the class and hear everyone's potential title.

Final Submission: Should show the signs of how you have reworked your final draft

This class will help you toward the fine-tuning of your essay for submission on Tuesday October 25.

Submission of Assessment tasks

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box. These will be stamped by the School Office with the receipt date in case of late submission only.

Students are also required to submit an electronic copy of the assignment on the following email m.zournazi@unsw.edu.au

Both hard copy and electronic copy of your assignment must be submitted by 4pm on the due date to avoid a late penalty.

It is the student's responsibility to keep a copy of their work in case of loss of an assignment.

The workbook will be given to me directly in Week 10's class.

All assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments) and an Assignment Cover Sheet. These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below).

Normally assignments are returned in tutorials. For assignments with due dates from Week 10 onwards please fill out one of the envelopes provided with your address if you want your assignment returned and attach it to your assignment before placing in the box.

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

Student Conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that "provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students' dealings with

fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

A related document is the UNSW Student Misconduct Procedures (2009):

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/aboutpop.html>)
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

Class Attendance and communication

Students are expected to attend all tutorials/seminars. A satisfactory attendance record of at least 80% of scheduled classes must be met to pass the course. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate

with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

Extension for submission of work:

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not. Marked Assignments will either be returned through the tutors or by return mail if you have filled out a self addressed envelope.

Special consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

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Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

Occupational health and safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

Student support services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at <http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/