



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1506QCA
<b>Course Name:</b>	Modernity & Post-modernity
<b>Trimester:</b>	Trimester 1, 2020
<b>Program:</b>	Diploma of Design
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Nasan Pather
<b>Document modified:</b>	6 <sup>th</sup> January 2020

### Course Description

This course introduces students to the concepts of modernity and postmodernity and how this has shaped the modern world in which they now live. This course will help students understand the importance of understanding the complexity of the making the modern world, and the role design has played in this process. It will introduce students to the key ideas, academic researching techniques and writing skills that will be essential to future studies.

This course situates design in an enlightenment history of ideas and within the crisis of reason that underpinned the arrival of postmodernity. At the same time, it examines how non-Western cultures constituted and engaged the idea of the modern from the perspective of a critical, culturally comparative history. Students will acquire a very clear distinction between the concepts and historical figures of the modern, modernity, and modernism and the relationship to design.

### Assumed Knowledge

There is no assumed knowledge for this course.

## 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Nasan Pather	<a href="mailto:nasan.pather@staff.griffithcollege.edu.au">nasan.pather@staff.griffithcollege.edu.au</a>

## 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The aims of this course are twofold: to provide students with a clear understanding of the complexity of design, and contemporary design practice, in the context of the concepts of modernity and postmodernity; and, to provide a comprehensive account of how the concepts modernity and postmodernity can and need to be understood in and beyond an Eurocentric perspective.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Discuss the concepts of modernity and postmodernity in relation to design
- 2 Analyse concepts contained in critical texts on modernity and postmodernity
- 3 Evaluate the role design has played in creating the modern world
- 4 Construct arguments on the impact of objects and institutions designed in the modern world

### 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Knowledge and skills with critical judgement	X	X	X
Communication and collaboration skills	X	X	X
Self-directed and active learning skills		X	
Creative and future thinking skills	X	X	X
Social responsibility and ethical awareness		X	
Cultural competence and awareness in a culturally diverse environment		X	

### 3. Learning Resources

#### 3.1 Required Resources

**Course Texts-** available from Griffith Library and the Griffith College portal

Bauman, Zygmunt, 'Liquid Modernity', London: Polity Press, 2000. Berman, Marshall, 'All That is Solid Melts into Air', London: Verso, 1982.

Debord, Guy, 'Society of the Spectacle', Black & Red: Detroit, 1983.

Giddens, Anthony, 'The Consequences of Modernity', Stanford University Press: Stanford, 1990.

Harvey, David, 'The Condition of Postmodernity', London: Blackwell, 1989.

Katz, Eric, 2005, 'On the Neutrality of Technology: The Holocaust Death Camps as a Counter Example', Journal of Genocide Research, vol. 7, no. 3, pp. 409-421.

Mignolo, Walter, 'The Darker Side of Western Modernity; Durham: Duke University Press, 2011.

Sloterdijk, Peter, 'Terror from the Air' New York: Semiotext(e), 2009.

Willis, Anne-Marie, 2014, 'Designing Back from the Future', Design Philosophy Papers, vol. 12, no. 2, pp.151-160.

#### 3.2 Recommended Resources

Cassidy, David. 'Einstein and Our World', Humanity Books: New York, 1998.

Conrad, Joseph, 'Heart of Darkness', London: Penguin, 2007.

Frisby, David, 'Fragments of Modernity' MIT Press: Cambridge (Mass), 1986.

Fry, Tony, Design Futuring: Sustainability, Ethics and New Practice, Berg: Oxford, 2009.

Fry, Tony, 'Old World, New Visions', Sydney: Hale and Iremonger, 1989.

Hardt, Michael and Antonio Negri, 'Empire' Harvard University Press: Cambridge (Mass), 2000.

More, Thomas, 'Utopia' Penguin: London, 1965. Virilio, Paul

'City of Panic' London, Berg, 2007.

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Introduction: Introduction to the concepts of modernity and postmodernity from a global perspective of difference	Introduction to tutorial activity, review of lecture content and readings		1
2	Modernity and the Enlightenment: This lecture will present an account of the nature and significance of western enlightenment	Class Tutorial: Review of lecture content and readings	Pages from 'All That Is Solid Melts Into Air'	1 & 3
3	Making & Modernity: The Making of the Modern World: Outlining the relationships of design and technology to global transformations	Class Tutorial: Review of lecture content and readings	Introduction to 'All That Is Solid Melts Into Air'	1, 2 & 3
4	History, Eurocentrism, Design: History, Eurocentrism, Design	Class Tutorial: Tutorial plus feedback from tutor on course progress and participation	Introduction to 'The Darker Side of Western Modernity'	1, 2 & 3
5	The Modern & Modernization: The session will examine to move from idea to practice	Class Tutorial: Review of lecture content and readings	Chapter 2 of 'The Consequences of Modernity'	1, 2 & 3
6	Image and the Modern	Class Tutorial: Review of lecture content and readings	65 to 69 of 'Society of the Spectacle'	1, 2 & 3
7	Disaster and the End of Modernity: The reason for the end of modernity explained	Class Tutorial: The reason for the end of modernity explained	'On the Neutrality of Technology' by Eric Katz	1, 2, 3 & 4
8	The Nature of Postmodernity: Thinking, Design and Globalism	Class Tutorial: The Nature of Postmodernity	Chapter 17 of 'The Postmodern Condition'	1, 2, 3 & 4

9	Postmodernity Revisited: On Unsettlement, Reconfigurations and The Sustainment	Statement of Position presentations		1, 2, 3 & 4
10	The Future is Full	Class Tutorial: Review of lecture content and readings	Pages from Terror from the Air	2, 3 & 4
11	Pathways + Designing after the postmodern	Class Tutorial: Review of lecture content and readings	Designing Back from the Future	1, 2, 3 & 4
12	What is Modernity and Postmodernity Revisited	Class Tutorial: Review of Semester Content and Final Essay Help		1, 2 & 4

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Individual Book Review	20%	1, 2 & 3	Week 6
2	Statement of Position	30%	1, 2, 4 & 5	Week 9
3	Case Study: Projected Future	50%	1, 2, 3, 4 & 5	Exam Week

### 5.2 Assessment Detail

#### Individual Book Review

The reading report will be assigned from a reading list during 2/3rd tutorial. The word length is 1,000 words. Write a reading report about your selected text, demonstrating an understanding of the author's intention, the content of the book and a critical perspective on the text, relating it to the course content and supported with appropriate research.

Criteria: the report must demonstrate

1. an understanding of the author's intention
2. a grasp of content from the sections of the text that you are required to read for this assessment
3. a critical perspective supported by further research (not simply based on opinion)
4. acceptable tertiary level in the use of grammar, syntax, language skills and referencing

## Statement of Position

The requirement is to write and speak to a 'statement of position' towards issues linked to a fragmented world order and design. Suggestions will be given by tutors during the class briefing. For this assessment, each group will submit a written 'statement of position' document and present the ideas contained in this document using presentation software of its choice in class in week nine.

The written statement of position document must follow the formatting conventions for university writing and it should illustrate clear evidence of research that supports the position the group presents. This document needs to be referenced following the conventions of the Chicago System. The document must be uploaded through the link on the course site 24 hours prior to its presentation in class.

The presentation should be 15 minutes long. Groups can use Powerpoint, Keynote, Prezi, Libre Office Impress or any other software for this presentation. Groups will talk to this presentation document in class. This presentation should not be uploaded to Turnitin.

Criteria: presentation must demonstrate

1. reflection on course content
2. rhetorical effort used in presentation
3. ability to communicate an understanding of selected issues
4. clear evidence of prior effort

Group members will peer assess one another anonymously using a sheet handed to you by tutors in class. Peer assessment will contribute to 10 out of the 30 marks. As this is a group project, group members will receive the same mark from their tutors for their efforts. The peer assessment mark will be added to this mark. Therefore, final marks will vary for individual group members as a result of this peer assessment.

**Submission:** In week 9, during class, each group will present their Statement of Position. The written 'statement of position' document must be submitted no later than **24 hours** prior to your tutorial. This file will be uploaded from the submission point in the course site. The presentation must not be uploaded to Turnitin.

## Case Study: Projected Future

Select an object of the present and write a 'case study' of its projected future in the context of its past history and current use and appearance. 1500 - 2000 words.

Criteria: assignment must demonstrate

1. research effort
2. demonstration of critical arguments and imagination
3. coherence and clarity of expression including correct referencing

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with



guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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